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**THE 11th INTERNATIONAL RESEARCH CONFERENCE ON
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**მეთერთმეტე საერთაშორისო კვლევითი
კონფერენცია განათლების, ენისა და
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IRCEELT-2021

Proceedings Book

May 22-23, 2021

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**Peculiarities of translation of blessing and cursing used in dialect (case of translation
from Georgian into English)****Ana Gigauri¹****Abstract**

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

Key words: blessing, cursing, translation of dialect, English translation, characteristic features

1. Introduction

Translation has always had great significance and load. It is a way of sharing culture between different nations. It has played and continues to play an important role in the development of society.

In Longman dictionary of language teaching and applied linguistics "translation" is defined as "the process of rendering written language that was produced in one language (the source language) into another (the target language), or the target language version that results from this process" (Richards & Schmidt, 2010, p. 610). However, translation process is more complex than it is presented in this definition. More detailed explanation of translation has been provided by House (2015) who defines it "as the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language. As a linguistic-textual operation, translation is, however, subject to, and substantially influenced by, a variety of extra-linguistic factors and conditions" (p. 2).

2. Literature review

Some characteristic features of the fiction (for example: phraseological units, proverbs, metaphors, expressions of cursing, and etc.) raise difficulties in the process of translation. Their inappropriate translation may somehow alienate the translation from the original (Ozturqi, 2016). The translation of the dialect is even more cautious. According to Crystal (2008), dialect is "a regionally or socially distinctive variety of language, identified by a particular set of words and grammatical structures" (p. 142). Dialect is characterized by phonological features as well (such as vowels, consonants and intonation) (Crystal & Ivić, 2014).

According to Bonaffini (1997), "the strength of dialect, in fact, lies in its essential "otherness," in its position of eccentricity with respect to the national language, in its different history, predominantly oral, which has saved it from the process of erosion and

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usura which always attends literary languages" (p. 279). Hence, to keep this "otherness" in the translation is a great challenge for translators.

The issue of translating dialects is discussed in the article "Challenges of Literary Translation: Dealing with a Dialect in Translation (Sharing the Experience of Translating Prose and Poems in Pshavian Dialect)" by Lela Ebralidze (2020). The author believes that it is not expedient to use the target language dialect when translating the dialect of the source language. Replacing one dialect with another would result "loss of foreignness, national spirit and local color of the original" (p. 114). Besides, the translation done in this way would also cause wrong associations in the mind of the reader and would confuse them. Ebralidze considers that the best solution in a given situation is still to use a standard language that will be mixed with some deviations from the literary language. The author considers that such deviations might be expressed through informal style and the use of colloquial language (Ebralidze, 2020, pp. 110-114).

Translation is associated with many difficulties. Gachechiladze believes that the process of translation and the creation of the original work are quite similar to each other and the difference between a translator and a writer is the "source material" (cited in Beridze, 2018, p. 11). House (2015) uses the term "double-binded" to define the relationship of translation and the original text. The author claims that "in translation, there is always both an orientation backwards to the existing previous message of the original text and an orientation forward towards how texts in a corresponding genre are composed in the target language" (p. 3).

3. Aim and method of study

The following study aims to find out the characteristic features of translation of blessing and cursing expressions used in dialect. The examples for discussion have been taken from "me, bebia, iliko da ilarioni" [Granny, Iliko, Illarion and I] by Nodar Dumbadze. For comparison we have chosen the English translation of the above-mentioned novel performed by Raissa Bobrova.

4. Translation of blessing and cursing used in dialect - discussion

"Granny, Iliko, Illarion and I" by Nodar Dumbadze is a novel full of pure humor, warmth and kindness, which paints colourful portraits of granny, her grandson Zuriko and their neighbors. An orphaned village boy Zurikela grows up surrounded by his grandmother Olga and neighbors, Iliko and Illarion. Iliko and Illarion are people full of humor. They have a surprisingly warm relationship with each other. However, they are always arguing. The dialogues between the main characters of the novel are presented in Gurian dialect. The novel has been selected because of the abundant use of blessing, cursing and dialect. The author of the novel frequently presents the dialogues between the characters. They are full with the phrases or sentences containing blessings and curses. In this way the author reveals the psycho-emotional state of the characters and creates interesting and unique portraits in readers' imagination.

Below are the examples of blessings or toasts taken from the source and target languages.

Example 1. Shens sikvaruls gaumarjos, chemo zuriko! (p.49).

[To your love, my boy!] (p. 47).

Example 2. Gaumarjos, aba, matarebels! (p. 81).

[So let us drink to the train!] (p. 77).

Example 3. Gaumarjos matarebels! (p. 81).

[To our train!] (p. 78).

Example 4. Matarebels gaumarjos! (p. 82).

[Hurrah to the train!] (p. 78).

Example 5. [...] Gaumarjos matarebels. (p. 82).

[Cheers to the train!] (P. 78).

The examples presented show the use of informal language. In particular, the translator utilizes the phrases “so let us”, “my boy” and interjections “hurrah”, “cheers”, which add colloquial colour to the sentences. Furthermore, informal style is highlighted with the presence of elliptical constructions (“To our train!”, “To your love, my boy!”) as well.

Below are the examples of curses taken from the source and target language:

Example1. gakhma sheni enis dziri, [...]. (p. 23).

[May your tongue wither in your mouth, [...]. (p. 23).

Example2. ar gaezarde shens patrons, [...] (p. 26).

[May you not grow another inch, [...]. (p. 27).

Example3. daiqtsa sheni dabadebis dghe [...]. (p. 100).

[Cursed be the day you were born, [...]. (p. 95).

In the first two samples the translator uses “may” which is used in auxiliary function and usually expresses a wish or desire in prayers, imprecations, or benedictions. In the above-mentioned examples of curses and blessings English translation exactly conveys the meaning of the source language. However, in some cases the translator tries to convey the essence of the prayer in part. Relevant examples of blessings and curses are given below:

Example 1. ghmerto maghalo, ghmerto dzliero, dedao ghvtisao, tsmindao mariam, ar moaklo sheni tskaloba chems siskhlisa da khortss zurikelas da mis nagrams. Shen gaumarte kheli gasatchirshi, shen gaunate ukuni da miets dghegrdzeli... (p. 192).

[God the All-Merciful, Virgin Mary, Mother of God, I entrust my boy to you... Cherish and protect him... Keep all ills away from him... Prolong his life and the lives of his progeny... Amen...] (p. 172).

Example 2. ghmerto maghalo, sheni mukhlebis tchirime, shen aavse iliko chigogidzis odjakhi siketit, shen gaamravle misi nagrami, mshvidoba da sikharuli miei mis chamomavals (p. 63).

[God Almighty, send joy and happiness to Iliko Chigogidze and all his family! May he prosper and enjoy good health, [...] (p. 59).

Example 3. ar vitsi, rogor ganugeshot, dzaghli migakvdat orives sulshi (p. 20).

[Don't know how to comfort you in your loss. Damn you, you two half-baked hunters, stupid oafs!] (p. 21).

The English translations of the examples given do not exactly match the original. However, the translator still tries to maintain the emotional-aesthetic characteristics of the original.

The analyses of the examples revealed that the translator does not always convey the essence of blessings. Similar cases are mainly found in the translation of toasts. Below are the examples:

Example 1. hoda, ghmertma kargad gamkofot, simtsare gashorot da sitkbo mogtset, [...]. (p. 10).

[I wish all of you health then, [...]. (p. 11).

Example 2. ghmerto, shen ushvele yvela gatchirvebuls! (p. 53).

[Christ Almighty!] (p. 51).

Example 3. ori sakhareba Shegvetsios! (p. 13).

[Well, let's have another!] (p. 14).

Example 4. sami sakhareba shegvetsios! (p. 14.)

[...] perhaps we should have another?] (p. 14).

Example 5. Shegvetsios tskhra sakhareba. (p. 15).

[So let's have another drink!] (p. 15).

In the last three examples the toasts refer to God's protection and mercy, although the translator has translated these instances through "drinking". She focuses on the number of toasts and does not pay attention to the content of the toast itself.

Very rarely, translator avoids translation of blessings and curses. Hence, they are omitted as in the following examples:

Example 1. Amis madli shegvetsios. p. 40. [-----]

Example 2. Shen ar geiare dedamitsis zurgze. p. 106. [-----]

5. Conclusion

In conclusion, the novel "Granny, Iliko, Illarion and I" by Nodar Dumbadze contains many examples of blessings and curses. They add aesthetic value to the novel. The study of the Georgian-English samples revealed the following characteristics:

- Translation of blessings and curses are rendered in almost all cases;
- The translator tries to transfer the content or the main idea from the source language to a target language;
- The translator uses Standard English enriched with informal style. The translation, like the original, sounds simple but emotionally charged.
- In some cases, blessings and curses are not identically conveyed in the target language. Nevertheless, the translator tries to preserve the emotional-aesthetic characteristics of the original and to maintain the writing style of the Georgian writer.

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Turkish EFL Teachers' Attitudes Towards Teaching Grammar**Çağla ATMACA*****Gülce GÜLER******Tuğçe ÇAKAL*******Abstract**

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

Key words: Grammar teaching, EFL teachers, teacher attitudes, teacher beliefs.

1. Introduction

Grammar is thought to be the backbone of learning a language to convey messages and prevent misunderstanding but how much value to attach grammar is a highly changeable issue depending on context-bound differences including student profile, language level, teacher preferences, materials, and time limitations.

Although various methods, terms, practices have been put forward and investigated to come up with a comprehensible answer about how to teach grammar best, namely explicit-implicit learning, incidental/intentional learning, focus on form (FonF)/focus on forms (FonFs), inductive-deductive teaching, declarative/procedural knowledge, there might be still disagreements about their feasibility and effectiveness. While implicit, incidental learning can be described as an indirect learning type without attention or lack of learner attempt to learn due to the focus on meaning or message, this idea can be challenged by questioning whether

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learners pay attention to learn or not (Hulstijn, 2003; Shintani, 2015) or whether learners need to produce language and notice a niche in their existing linguistic knowledge for acquisition to occur (Swain, 1995). Supporters of implicit, incidental learning draw attention to learners' exposure to frequent and comprehensible input (Ellis, Basturkmen, & Loewen, 2002; Krashen, 1998), whereas others are more concerned with noticing for incidental learning to occur (Schmidt, 1994). When we look at FonF and FonFs, we can see a distinction where in planned or unplanned FonF the primary focus is on meaning (Ellis et al., 2002) while in FonFs, language is taught via discrete items like words, grammar, item by item, in a traditional and linear way since the attempt is on the conscious grammatical development via intentional learning (Long, 1991, 1996, as cited in Shintani, 2015).

There is a distinction between FonF and FonFs in that while the former rests on the similarity between L1 and L2 acquisition via exposure to comprehensible input in natural interaction and stresses the difference in terms of insufficient exposure to L2 grammar, the latter rests on general cognitive processes and is defined as a skills-learning approach in SLA via such stages as L1 usage in explanations, non(communicative) activities, and offering opportunities to promote automatic and accurate usage (Sheen, 2002).

Grammar teaching has undergone various changes in the course of time in line with emerging methods and is still a hot issue in learning-teaching procedures regarding teacher attitudes and implicit-explicit teaching styles. In this vein, Barnard and Scampton (2008) investigated grammar teaching attitudes of teachers in New Zealand via questionnaire and e-mail interviews and found out that the participating EAP teachers valued the importance of grammar in foreign language teaching and had consciousness about the problems encountered. They also favoured FonF approach via contextualised error correction in whole texts, but they displayed attitudes towards systematic grammar practice and detailed error correction, which clashed with incidental learning within FonF approach. Besides, Canh and Barnard (2009) examined teacher attitudes towards teaching grammar at universities in Vietnam via a survey and found out that the participating EAP teachers valued the importance of grammar and had consciousness about the problems. They also appreciated a discourse approach rather than decontextualized approach to teach grammar and favoured error correction.

In a similar vein, Shintani (2015) investigated incidental learning, where learners pick up a grammatical aspect when their main focus is on another directly-taught linguistic aspect or meaning, among young beginner children in Japanese context and concluded that the participating children in the FonF group displayed improvement in the learning of plural -s but not for copula be whereas no children in the FonFs group acquired these structures, which called for attention to plural -s in the FonF classes. Additionally, Ellis, Loewen, and Erlam (2006) examined the effect of implicit and explicit corrective feedback on the acquisition of past tense -ed in an experimental design study through recasts (implicit feedback) or metalinguistic explanation (explicit feedback). Statistical results displayed an advantageous situation for explicit feedback and metalinguistic explanation, and it was suggested that both implicit and explicit knowledge are important in experimental studies.

Based on the contradictory and inconclusive results of research studies upon grammar teaching, teacher beliefs and practices come to the fore as an area which is in need of more research, especially in EFL contexts. In this vein, Uysal and Bardakci (2014) examined the beliefs and practices of primary school English teachers upon grammar teaching in Turkey via a questionnaire and focus-group interview and found out that the participating Turkish EFL teachers mostly referred to the traditional focus-on-formS approach, which contradicted the curriculum goals. Additionally, doing workbook or worksheet exercises on grammar and explaining grammar rules were the two most important teaching practices, and 70% of them followed a deductive approach because a high majority of the participants stressed the importance of mechanical drills, explicit grammar instruction and L1 usage in explaining grammatical concepts. Their reason for these preferences were found to result from MoNE curriculum, student expectations, the textbook, time limitations, crowded classes, and low level of student motivation.

Another study which examined teachers' stated beliefs and classroom behaviours regarding grammar teaching belongs to Phipps and Borg (2009) who made observations and held interviews with English teachers in Turkey. They made a distinction between core and peripheral beliefs in detecting the match/mismatch between their beliefs and practices and indicated that at one level there was discrepancy with specific beliefs while at another level there was consistency with more generic teacher beliefs. Besides, core beliefs about language learning were found to determine the teachers' teaching choices mostly.

Finally, Toprak (2019) analysed Turkish EFL teachers' grammar teaching beliefs at a university and it was shown that the teachers attached value to teaching grammar in reaching linguistic proficiency and mostly preferred an inductive, integrative, and communicative approach. However, it did not appear that their beliefs were underpinned by relevant literature or theories. Thus, it was concluded that the theory-practice mismatch could be explained by teachers' personal beliefs and context-bound differences.

Although there have been a number of research studies upon teacher beliefs among Western countries, there is still a niche in the relevant literature about the beliefs of EFL teachers who are likely to differ in their beliefs and personal teaching experiences (Zhen & Murphy, 2007). Thus, this study attempted to shed light upon Turkish EFL teachers' beliefs and attitudes regarding grammar teaching.

2. Methodology

2.1 Research Design

This study adopted a quantitative research design with an aim to reach more participants and increase the chances of generalizability with the help of numerical data collected via a questionnaire designed for English teachers (Creswell, 2013; Creswell, Plano Clark, Gutmann, & Hanson, 2003; Dörnyei, 2007; McKay, 2006).

2.2 Participants

The participants in this study were reached via convenience sampling which includes contacting individuals who are available for the study (Mackey & Gass, 2005). First of all, official permission was gathered from the Turkish Ministry of National Education (MoNE) to apply the questionnaire on Turkish EFL teachers at state schools. In total, there were 92 in-service English teachers as participants, 70 were females (76.1%) and 22 were males (23.9%). Their age details are as in the following: six of them were aged 21-25, eight were 26-30 aged, 37 were 31-35 aged, one was 36-39 aged, 28 were 40-45 aged, one was 46-49 aged, 10 were 50-55 aged and finally one was aged 60 and above. Additionally, 30 were single and 62 were married. When we look at their majors, 10 were graduates of American Culture and Literature, 18 English Language and Literature graduates, two were English Linguistics graduates, 56 English Language Teaching graduates, five Translation and Interpretation graduates and one was biology education graduate. As for their varying teaching experiences; one had less than one year teaching experience, 10 had 1-5 years of teaching experience, 23 had 6-10 years, 18 had 11-15 years, 25 had 16-20 years and 15 had 21 and more years of teaching experience. As to their educational status, 68 had B.A. degree, 21 had M.A. degree and 3 had Ph.D. degree. Their current institutions were as follows: four worked at a state lower secondary school, four at a state upper secondary school, 51 at a state high school, 26 at a state university, three at a private high school, three at a private primary school, one at a private personal development course. Their teaching hours are as follows: five had 15 and less teaching hours a week, 27 had 16-20 hours, 36 had 21-25 hours and 24 had 26 and more teaching hours a week. Finally, the average number students in their classes were as in the following: nine had 20 and less students in their classes, 68 had 21-30 students, 13 had 31-40 students, one had 41-50 students, one had 60 and more students.

2.3 Data Collection and Analysis

After legal permission was taken from Turkish Ministry of National Education (MoNE), the teachers were applied a questionnaire which consists of two parts, namely their grammar approach and learners' and teachers' difficulties with grammar. The questionnaire by Canh and Barnard (2009) was used in this study after their written permission was granted. The questionnaire was in the form of 4-point Likert-type scale and required the participants to check the items only once based their level of agreement or disagreement according to the anchors 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree), respectively and it was concluded that the questionnaire had adequate internal consistency (Cronbach's $\alpha = .89$).

Since this study is concerned with numerical data, quantitative data analysis methods were adopted to analyse questionnaire results through some statistical procedures. SPSS 16 was used to apply descriptive analysis of the questionnaire items, (Creswell, 2013; Creswell et al., 2003; Dörnyei, 2007; McKay, 2006).

3. Results

First, the three items with the highest and lowest mean scores will be given for both parts and then some explanations will be provided accordingly. The descriptive statistics results are given in Table 1 below.

Table 1. Descriptive Statistics Results of the Questionnaire

PART I. Grammar Approach					
	N	Min	Max	Mean	Std. Dev
The role of grammar in a language can be seen:					
As a framework of a language, i.e. a basic system on which other aspects are build.	92	2	4	3.09	.484
As blocks of language combined to create the whole.	92	2	4	3.01	.457
As a supplement for sufficient linguistic competence: a refinement for a more basic linguistic knowledge	92	2	4	3.08	.450
As an equal backbone for sufficient linguistic competence (Other backbones can be knowledge of phonetics, appropriate and cultivated language command, etc.)	92	2	4	3.05	.477
Learners study grammar by their exposure to the environment of using the language naturally.	92	2	4	3.12	.531
Teaching linguistic forms helps learners produce right grammar.	92	2	4	2.93	.530
Learners' using the language is unrelated to the conscious knowledge of the grammar system and its functions.	92	1	4	2.62	.677
Learners can improve their grammatical accuracy through regular structure drills.	92	2	4	2.98	.554
Learners need conscious knowledge of grammar to improve their language.	92	1	4	3.01	.584
Structure drills are always in a complete communicative context.	92	1	4	2.65	.619
Separate treatment of grammar cannot bring linguistic knowledge for students to use in natural communication.	92	1	4	2.96	.627
Learners should be consciously aware of the forms and functions of structures before using them sufficiently.	92	1	4	2.90	.696
Excluding grammar from the language teaching program is beneficial to the learners.	92	1	4	2.40	.771
Non-contextual structure drills play a certain role in the language learning process.	92	1	4	2.57	.700
Structure drills for generative purpose play an essential role in the learning process.	92	1	4	2.89	.583
Grammar is best taught through communicative activities.	92	1	4	3.27	.743
Participating in language activities in real life is the best way for learners to develop their grammatical knowledge.	92	2	4	3.35	.619
Learners study grammar more effectively if grammar is introduced in a full text.	92	2	4	3.24	.618
Teachers should only correct language forms which hinder communication.	92	1	4	2.97	.733
Comparison and contrast of individual structures is beneficial to learners' grammar learning.	92	1	4	2.95	.562
Correction focussing on language forms helps learners improve their grammar usage.	92	1	4	2.86	.622
Grammar is best taught through individual structures.	92	1	4	2.54	.653
Explicit discussion of grammar rules is beneficial to learners.	92	2	4	2.75	.586

PART II Learners' and Teachers' Difficulties with Grammar

My learners find it difficult to apply grammatical knowledge to communicate.	92	2	4	2.96	.627
Problem-solving techniques in learning grammar increase my learners' motivation.	92	2	4	3.05	.477
My learners want the teacher to explain grammar clearly/explicitly.	92	2	4	3.26	.661
My learners find it more interesting to learn grammar through an example of a sentence.	92	2	4	3.24	.669
My learners like combining meanings and structures better by themselves.	92	1	4	2.80	.597
My learners find it difficult to deal with grammar introduced in real-life materials.	92	1	4	2.68	.769
My learners find real-life materials difficult because there are a variety of structures in these materials.	92	1	4	2.68	.694
My learners find real-life materials difficult because these materials are closely related to culture.	92	1	4	2.50	.687
My learners find real-life materials difficult because of the vocabulary used in these materials	92	1	4	2.70	.624
My learners cannot find the relations between forms and functions in real-life materials without teachers' clear explanation.	92	1	4	2.73	.648
Teachers find it time-consuming to use real-life materials	92	1	4	2.37	.737
Teachers find it difficult to introduce suitable tasks on the basis of real-life materials.	92	1	4	2.55	.761
Not teaching grammar explicitly worries my learners.	92	1	4	2.96	.627
My learners find grammar terms beneficial.	92	1	4	2.99	.638
Teachers find it difficult to correct learners' mistakes in communicative writing.	92	1	4	2.48	.763
Teachers find it difficult to correct learners' speaking mistakes.	92	1	4	2.48	.777
My learners find it difficult to improve grammar accuracy in a communicative writing activity.	92	1	4	2.72	.599
My learners find it difficult to improve grammatical accuracy in a communicative speaking activity.	92	1	4	2.75	.640
My learners find it difficult to use grammatical terms.	92	1	4	2.72	.652
My learners find it demotivating to use problem-solving techniques to study grammar.	92	1	4	2.46	.636

For the first part, that is grammar approach, it was found out that the item "Participating in language activities in real life is the best way for learners to develop their grammatical knowledge" had the highest mean score ($M= 3.35$) while the item "Excluding grammar from the language teaching program is beneficial to the learners" had the lowest mean score ($M= 2.40$). As for the second part, that is learners' and teachers' difficulties with grammar, the item "My learners want the teacher to explain grammar clearly/explicitly" had the highest mean score ($M= 3.26$) whereas the item "Teachers find it time-consuming to use real-life materials" had the lowest mean score ($M= 2.37$).

In the first part, the second and third items with the highest mean scores are "Grammar is best taught through communicative activities" (M: 3.27) and "Learners study grammar more effectively if grammar is introduced in a full text" (M: 3.24) whereas the second and third items with lowest mean scores are "Grammar is best taught through individual structures" (M: 2.54) and "Non-contextual structure drills play a certain role in the language learning process" (M: 2.57), respectively.

In the second part, the second and third items with the highest mean scores are "My learners find it more interesting to learn grammar through an example of a sentence" (M: 3.24) and "Problem-solving techniques in learning grammar increase my learners' motivation" (M: 3.05), respectively while the second and third items with lowest mean scores are "My learners find it demotivating to use problem-solving techniques to study grammar" (M: 2.46), "Teachers find it difficult to correct learners' mistakes in communicative writing" (M: 2.48) and "Teachers find it difficult to correct learners' speaking mistakes" (2.48), respectively.

When we look at teachers' perceived attitudes towards teaching approach, it is seen that the participating teachers appreciated grammar teaching for linguistic competence of the learners because they mostly saw the role of grammar either as a framework of a language or as a supplement for sufficient linguistic competence. They were more in favour of natural exposure, real life activities and preferred contextualised approach while teaching grammar via a full text or communicative activities. They also valued implicit grammar teaching rather than explicit teaching or focusing on forms because mostly did not favour teaching grammar separately via discrete items, comparison, or structure drills. Apparently, they did not strongly prefer error correction via focusing on forms or only correcting errors which hinder communication.

When we look at their perceived attitudes towards learning-teaching difficulties about grammar, it is seen that the teachers were expected to teach grammar explicitly and the learners did not mostly prefer arriving at a conclusion about meaning and structure by themselves, which is in contrast with the teachers' inductive teaching preferences. However, the students were indicated to be mostly motivated by problem-solving techniques and prefer example sentences. Another aspect which draws attention is that it was difficult for the learners to apply grammatical knowledge in productive skills during communication. In a similar vein, the teachers were found to have difficulty in correcting mistakes during productive skill activities. Additionally, although the learners were stated to value learning grammatical terms, they were reported to find these terms hard to use, which may stem from their lack of metalanguage awareness. Finally, there was similarity between the teachers and students in terms of difficulty of integrating real-life materials although the teachers valued the importance of real-life materials in grammar teaching.

4. Discussion and Conclusion

This study aimed to reveal Turkish EFL teachers' perceived grammar approach and detect their difficulties while teaching grammar. The study findings bear some similarities and differences with the relevant literature in that similar to Barnard and Scampton (2008), Canh and Barnard (2009), and Toprak (2019), grammar was seen as essential for language learning since the participating teachers found grammar as a framework of a language or as a supplement for sufficient linguistic competence. Echoing Barnard and Scampton (2008) as well as Canh and Barnard (2009), the participants preferred a contextualized approach and error correction in grammar teaching. Also, as indicated by Toprak (2019), the participants in this study valued an inductive, integrative, and communicative approach. In addition, they favoured detailed error correction as indicated by Barnard and Scampton (2008). However, in contrast to Uysal and Bardakci (2014), they did not appreciate focus-on-forms approach in grammar teaching via exercises, explicit teaching, or deductive approach since they did not favour drills or teaching individual structures but instead appreciated problem-solving techniques more.

The mismatch between teaching approach and teaching-learning difficulties is likely to stem from contextual reasons such as the need to cover the curriculum, student expectations, time limitations and crowded classes (Uysal & Bardakci, 2014). Since it is the teacher who meets students and curriculum in a classroom environment, their core beliefs about teaching and learning will count a lot for explaining their teaching practices including grammar teaching (Phipps & Borg, 2009) and they can benefit from both implicit and explicit learning in their classes (Barnard & Scamptson, 2008). Thus, in-service English teachers need to be involved in dialogues with experts, experienced colleagues, and teacher trainers to exchange good practices and enhance their beliefs throughout their professional lives due to the changing contextual factors and personal preferences in the course of time.

The findings show that grammar is an indispensable part of language learning and exposure to target language beyond the classroom walls is crucial for practicing grammar but some EFL learners may have limited opportunities to contact native speakers in everyday life. Still, language teachers can bring real life into classroom settings via films, movies, songs, and videos although some teachers may find it time-consuming due to their crowded curriculum which they have to cover within time limitations. Though learners may desire explicit grammar teaching, teachers can refer to various implicit/inductive teaching practices as well to help their learners to draw conclusions and reach the rule by themselves depending on the input provided or they can refer to immediate or delayed feedback while correcting mistakes during communication activities. For this purpose, teachers should be encouraged to deliver lessons focusing on productive skills for communication purposes through introducing daily life usage, which necessitates an effective guiding and in-service training especially for novice teachers. Finally, teachers should involve learners in activities to increase their metalanguage awareness since the students were stated to have difficulty in applying grammatical terms.

5. Limitations and Suggestions for Further Research

This quantitative study is limited to only 92 in-service English teachers in Turkey. Thus, future studies could include a larger population to increase the chances of generalizations and benefit from inferential statistics to detect whether there exist any differences according to some demographic features. Besides, this study only adopted a questionnaire and is quantitative in nature so future researchers can go further to include some qualitative methods like interview, observation, teacher-learner diary to detect the match or mismatch between the beliefs and practices of in-service English teachers by comparing their perceived beliefs and real in-class applications. Furthermore, cross-cultural studies can be conducted at K-12 schools or higher education institutions in various ENL/ESL/EFL countries with an aim to offer a more complete picture about the current practices of grammar teaching.

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Digital Assessment Tools Plickers /Socrative/ Nearpod/ Seesaw**Diana Bogveradze***
Tatia Mardaleishvili****Abstract**

Worldwide pandemic has completely changed the way we teach and interact with our students. Online educational technologies have gained speed. There are lots of reasons to use educational technologies for student assessments, such as saving time, making the learning process more comprehensive and friendly, offering fast feedback, etc. Digital assessment tools ease the lives of both teachers and learners: due to modern technologies, students can get answers to their questions without needing to interrupt each other. All their activity can be tracked by a teacher on the spot. Finally, digital testing is fun for students, which creates a better learning environment: working with an interested audience makes teaching easier and more desirable for learners. The assessment does not just happen after an online course or module or unit. It can (and should) happen before the learning, during the learning, and after the learning. Assessment has a triple function—it is diagnostic, formative, and summative—that help us assess where students are before, during, and after the learning. Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Summative assessment is an evaluation of student learning at the end of an instructional unit by comparing it against some standard or benchmark. Assessments should really be about measuring learning outcomes. And learning outcomes should be about students demonstrating what they know, and more importantly, what they can do (their skills). Learning outcomes can be low-level (recalling information) or high-level (analyzing information). There are numerous tools of conducting digital assessment, but we are going to present just a few, namely: Seesaw.com, Plickers.com, Socrative.com, and Nearpod.com. Teachers will find them useful, as these tools will help them track their students' progress and provide them with more objective feedback and grades.

Key words: *digital assessment, assessment tools*

1. Introduction

Assessment is universally recognised as one of the most important – and powerful – elements of an educational experience. It is also seen as one of the hardest to reform. However, there is an increasingly demonstrated need for assessment reform, particularly, if it is to keep up with other theoretical, cultural and technological developments affecting teaching and learning. Current assessment methods, especially the heavy emphasis and priority afforded to high-stakes summative assessment, are often described as outdated, ineffective and at worst damaging. The idea that digital technologies can help transform education and specifically assessment is not a new one. New technologies and tools have long been seen to open up new possibilities due to their potentially beneficial characteristics or affordances, such as offering more personalised, instantaneous or engaging assessment experiences. In many cases this potential has been realised and demonstrated benefits. However, the literature suggests that the use of digital technologies has yet to be 'transformative' and is often used via traditional assessment methods or within pockets of innovation that are not widespread. Thus, there remains a need to better understand how technologies can support or spur educational changes and what affordances are most useful to support the outcomes educators envisage within the current educational context. This acknowledgement of the potential digital technologies offer should also not be naïve about the complexity of the task and the myriad of influences and factors affecting successful educational change. Nor should it shy

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away from the significant ethical questions raised by the use of digital technologies in assessment, such as the collection, use and protection of large personal data sets, as well as how use of these tools support or unsettle inequalities within education. Thus, the question becomes how to mobilize a new vision for assessment that includes the use and development of technology, reflects an understanding of effective feedback, offers considered and equitable assessment and supports the dispositions, knowledge and literacies that are necessary to help students flourish.

Digital assessment tools ease the lives of both teachers and learners: due to modern technologies students can get answers to their questions without the need to interrupt each other. All their activity can be tracked by the teacher on the spot. Finally, digital testing is fun for students, which creates a better learning environment: Working with an interested audience makes teaching easier and more desirable for learners.

The assessment doesn't just happen after an online module or unit. It can (and should) happen before the learning, during the learning, and after the learning. I like to say that assessment has a triple function-it is diagnostic, formative, and summative-that help us assess where students are before, during, and after the learning.

Formative Assessment: refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Assessments should really be about measuring learning outcomes. And learning outcomes should be about students demonstrating what they know, and more importantly, what they can do (skills). Learning outcomes can be low-level (recalling information) or high-level (analyzing information).

There are numerous tools of conducting digital assessment, but we are going to present just a few, namely: Socrative, Plickers, Nearpod and Seesaw.

Using Digital Assessment has both advantages and disadvantages. Let's begin with advantages:

- Immediate return of test results.
- Immediate feedback.
- Students can complete their assessments anytime and anywhere.
- Increases students' engagement.
- Accommodates students with disabilities

On the other hand using digital assessment has some disadvantages too;

- If a system is not in place at school, it can cost to set up.
- A level of digital literacy is needed.
- It can be difficult to spot if students are not using extra help when doing a digital assessment.
- Internet access at home or at school can impede students from using digital assessment.

Despite these disadvantages, we use digital assessment at school for the following reasons: Digital assessment is the presentation of students' evidence and achievements through the use of information and communication technologies.

2. Literature review

Assessment sits at the heart of the learning process, as it provides observable evidence of learning, determines student progress and demonstrates understanding of the curriculum. More broadly, it could be said that an institution, culture, or society depicts its conceptualization of learning and ideal future citizens by how it creates and uses assessment. Recently, many scholars in the

field have been warning that current assessment practices have forgotten their core purpose: to support learning. Rather, assessment is often seen to be preoccupied with qualifications and narrow achievements, and critiques of current assessment systems abound, from both scholars and dissatisfied students (Schwartz & Arena, 2009; Attwood & Radnofsky, 2007). These critiques have propelled an imperative for reform, which is backed by a growing understanding of what constitutes effective feedback and how to track and measure learning. A number of developments in learning sciences have contributed to a deeper understanding of the relationship between feedback processes and effective learning (Whitelock & Watt, 2008). Such developments have particularly acknowledged the importance of learner self-regulation and peer-assessment in deeper engagement and effective learning (Sadler, 2010). Another emphasis on developing and assessing characteristics and dispositions of learners that augment more traditional areas of the curriculum – often classed as '21st Century skills' – has also become a familiar mantra within the field. This focus acknowledges the digital and participatory worlds that children and young people increasingly need to negotiate (Jenkins et al., 2006). However, this view is often clouded by a naïveté about young people's natural competence and agency within these worlds, through notions like the much critiqued concept of the 'digital native' (Facer, 2012). Additionally, it is generally poorly understood how to translate these ideas into practice, and they often play out in the classroom through methods that replicate existing and traditional assessment practices rather than embracing or supporting new digital practices that give learners opportunities to flourish and have more say in their education (Claxton, 2007; 2009). These advances have been paralleled by a dramatic increase and interest in the use of digital technologies in society and for learning. As Pellegrino and Quellmalz (2010, p. 130) state, 'There is an interesting and powerful confluence among theory, research, technology, and practice, especially when it comes to the integration of curriculum, instruction, and assessment'. The increasing influence of digital worlds means that young people are seen to be taking on new participatory and collaborative roles in learning online and outside the classroom, and there is a growing interest in incorporating these roles and practices inside education. Combine this with an unswerving enthusiasm from many in politics and education about the transformative potential of 'e-learning' and it's unsurprising that the use of technology for purposes of assessment – commonly known as 'e-assessment' or more recently technology enhanced assessment (TEA) – is under pressure to help facilitate assessment reform.

With the potential to increase personalisation, self-regulation and peer involvement in learning, as well as offering the chance to elicit and evaluate complex skills and practices, digital tools may well provide a useful catalyst for a re-assessment of the assessment system itself.

3. Methodology

3.1. Methods

We have collected and used many tools for formative assessment over the years but in this document we would like to present our most favourites: Nearpod, Seesaw, Plickers and Socrative, that we have been using for a while now and have been observing the ease of use, positive user experience and real value over gimmicky tools that are created to make everything more difficult.

Immediate feedback is a vital part of the learning process. Socrative gives you just that for the classroom or office – an efficient way to monitor and evaluate learning that saves time for educators while delivering fun and engaging interactions for learners.

Quickly assess student understanding with prepared activities or on-the-fly questions, then adjust your teaching based on the results. From quizzes to polls, create whatever type of activity suits your needs. Shuffle questions, run your activity anonymously, provide instant feedback...it's up to you!

Socrative quizzes are easy to create and download. Create your own and use them as many times as you need. Since they are graded automatically in real time, you'll spend less time grading assignments and more time catering to the needs of your group.

Socrative apps are available for download on all major digital devices and platforms. You can use Socrative on smartphones, tablets, laptops, and computers.

Great lessons begin and proceed with well-thought-out questions, and Plickers can help teachers revamp warm-ups, quick checks, and exit tickets while collecting valuable data to help them monitor student progress. Start or end class in a meaningful, engaging manner by asking insightful, thoughtful questions, or challenge students to create questions to be used for quick reviews of information or texts. Begin a unit with a pretest of sorts, gaining valuable information on how to meet students where they are, and determine from the start who may require additional challenges or support. Promote metacognition by asking students procedural or reflective questions. Test-drive quiz and exam questions beforehand, providing time to self-reflect on your instruction before giving students a summative assessment. Need a little pick-me-up in class discussion or behavior? Create big-picture questions to jump-start class discussions and engage students, and break up multiple-choice monotony by letting kids debate the answers or stand up as they respond. Any way you use it, students are sure to prefer the interactive answer cards to paper-and-pencil assessments.

Seesaw - What is seesaw? Seesaw is the best classroom platform for meaningful students' engagement. It is the greatest way to engage your students. It gives immediate feedback of how the students are doing. Furthermore, it allows to get to know our students on a deeper level. Seesaw creates a powerful learning loop between students, teachers and families. Students use built in multimodal tools to capture what they know in Seesaw's digital portfolio.

While using Seesaw teachers see all stages of students' thinking and progress enabling them teach better. Moreover, families gain a window into their student's learning and engage in home-to-school connections.

Seesaw is a simple way for teachers and students to record and share what's happening in the classroom. Seesaw gives students a place to document their learning, be creative and learn how to use technology. Each student gets their own journal and they can add things to it, like photos, videos, drawings or notes. When we had online classes, we used this tool during our lessons. For each group we had the class journals, the students had their activities and progress bars, it was really simple to use as the students used just codes for joining the class. With the help of this tool we understood strengths and areas for growth in real time. With the help of Seesaw's multimodal tools it was easy to differentiate instruction and meet the needs of all our students. Here you can choose from thousands of engaging activities, you can also search by grade level, subject and keywords to find activities made by educators like us.

Nearpod - What is Nearpod? Nearpod helps educators to make any lesson interactive whether in the classroom or virtual. The concept is Simple - A teacher can create interactive presentations that can contain quizzes polls, videos, collaborate boards and more. Nearpod's formative assessments create a safe environment for students to learn and share. You can create and import your own Google Slides, Power point PDF lessons in minutes and add interactive activities such as;

- **Quizzes** - They assess students' understanding through multiple choice questions and receive instant feedback.
- **Polls** - They highlight students' opinions, check for understanding or provoke discussion.
- **Collaborate Board**- creates collaborative learning opportunities where students can share ideas in real time.
- **Draw it** – Helps students to draw, highlight, type and add pictures on an interactive white board.
- **Time to climb;** Assesses students' understanding with a game based activity.

Teachers can use Nearpod to support students' learning in a variety of ways. They can give students opportunities for interaction and immediate feedback by having them draw on a map or a diagram, respond to a poll question, post a note or an image to a Collaboration board, or take a multiple choice quiz. Furthermore, the teachers can bring the world to their classrooms by taking the students a virtual field trip to national park or a different country. With the help of this tool the teachers can help their students

to preview learning concepts by watching videos to review key learning concepts by watching videos, reviewing notes or taking their own notes. Moreover, the teachers can incorporate students' social and emotional learning and digital citizenship skills with pre-created lessons on cyber bullying, empathy or internet safety.

Nearpod works with what you are already using -tools like - Microsoft teams, Google classroom, canvas, Schoology, Google, clever, Classlink, etc. Nearpod is an award-winning Instructional software that engages students with interactive learning experiences, with Nearpod students have the ability to participate in lessons that contain virtual reality, 3D objects, Simulations and much more interactive software features empower student's voice through activities like open ended questions, polls, quizzes, collaborative boards. Students will learn while having fun.

3.2. Participants

The participants of our research were the cadets of Military Lyceum.

3.3. Procedure

The idea that digital technologies can help transform education and specifically assessment is not a new one. New technologies and tools have long been seen to open up new possibilities due to their potentially beneficial characteristics or affordances, such as offering more personalised, instantaneous or engaging assessment experiences. In many cases this potential has been realised and demonstrated benefits. However, the literature suggests that the use of digital technologies has yet to be 'transformative' and is often used via traditional assessment methods or within pockets of innovation that are not widespread.

3.4. Results and analysis

Teachers can boost students' participation with collaborative activities and formative assessments like virtual Reality, Polls, Collaborate boards and game-based quizzes. The teachers always know where their students are in their learning.

With the help of this digital assessment tool you can provide space for voice, choice and ownership. Portfolios empowered self-reflection on learning over time and engaged students something they were proud to share with others. The teachers can discover thousands of teacher-tested activities to inspire and engage their students.

Whatever learning looks like this year, feel confident that your lessons will work in any environment with the help of these digital assessment tools mentioned above- regardless of device type or availability, the same lesson can shift with your plans.

3.5. Discussion

Thus, the review identifies what digital technologies can offer assessment, focusing on cases where they have been used in innovative or 'cutting-edge' ways that support new processes and practices. In particular, it focuses on the following three questions: 1. What do digital technologies offer for educational assessment? 2. How might assessment be different when knowledge and performance can be represented digitally? 3. Where is the 'cutting edge' in such developments at present? This review will consider e-assessment in educational contexts at primary, secondary, further education (FE) and higher education (HE) levels. This broad scope offers a wide overview of the innovations and various practices found in TEA, as well as hopefully providing inspiration and insight across different educational levels that may not have been previously connected. Thus, this review focuses on breadth of coverage rather than investigating areas in great depth. Mainly addressing 'formal' educational activities, the paper may draw inspirational examples from informal practices. Additionally, it identifies 'innovative' or 'cutting edge' practices as those which provide new insight or practices to the field of TEA, particularly via the opportunities they provide for transforming outdated methods. While understanding that the complex, contextual nature of innovation in education is relevant to this discussion, it is not feasible to fully explore this issue here. While not solely focusing on technology enhanced assessment tools or computer-

assisted assessment, this paper instead examines the range of potential offered by digital technologies for various assessment purposes, be they assessment for learning (formative), of learning (summative) or both. While it may refer to technology enhanced assessment tools, pilots or developments, this is for illustrative purposes only and will not offer a list of available products or make judgments related to benefits of specific tools.

Despite these disadvantages, we use digital assessment at school for the following reasons: Digital assessment is the presentation of students' evidence and achievements through the use of information and communication technologies.

4. Conclusion and Recommendations

With the help of this digital assessment tool you can provide space for voice, choice and ownership. Portfolios empowered self-reflection on learning over time and engaged students something they were proud to share with others. The teachers can discover thousands of teacher-tested activities to inspire and engage their students.

- Cultivate new assessment practices based on principles and theories of learning
- Develop new assessment tools that reflect pedagogical principles
- Construct new responses to the current emphasis on high-stakes summative assessment
- Respond to ethical challenges presented by the use of digital technologies in assessment
- Consider new contexts relevant to assessment using digital technologies, including learners' lives and social, cultural, educational and technical backgrounds

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

Diana Nemsitsveridze*

Abstract

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

Key words: *Phraseologisms, Gender, Expressions, Idioms, Stereotypes*

1. Introduction

Phraseologism is a solid utterance of words that is characteristic of a language, its constituent words are so interconnected that the whole meaning of the phrase is understood and not the meaning of its constituent words separately and their sum.

Phraseologisms are sometimes referred to as idioms, figurative expressions, or figurative words. Phraseologisms are characterized by immutability of composition. Most of them do not get used to the inclusion of new words.

Phraseologisms can be described as:

- Reflecting a purely national reality
- Biblical origin
- Derived from ancient mythology
- Reflecting well-known historical events
- Origin is sometimes difficult to determine

In the meaning of phraseology, researchers distinguish between a number of components: signifying, denotative, connotative, ethnocultural.

Defining the ethnocultural component is important in linguistic literature. Phraseology arises in a communicative context where the gender factor is constantly taken into account, people have long had established stereotypes, different views that combine language, culture and gender.

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2. Literature review

According to Solodub (1990), most of the phraseological units have a specific ethnocultural character, which directly affects its meaning. Subjectively. Ethnocultural component can reflect national and cultural specifics.

Objective factors reflect cultural realities that are relevant to people's lives and do not exist in other people's lives.

Subjective factors include free choice, when words denoting the same realities are presented differently in the phraseologies of different languages, with a gender representation of the stereotypes of the worldviews of this or that people. Gender relations are an important aspect of social organization. Linguistic studies view gender as a phenomenon of language and culture.

Gender (grammatical category of the gender) - from biology and physiology this term has shifted to sociology, political science, ethnography, culturology. *Social Gender*- this is a social construction that expresses the socially established or productive, functional, behavioral, mental or emotional difference between a woman and a man. Scientists have long proven that stereotypes are purely masculine (feminine) and feminine (feminine) thinking and behavior. The stereotypes that revolve around "feminine" and "masculine". Implies sharp characteristic frames for the functional load of sex. At the same time, these stereotypes operate "here and now", that is, they are characteristic of the form of existence of a particular society and lead to the interrelationship of the two sexes. It is socio-cultural norms (nationality, everyday law, tradition, religion, taboo) that define a woman's and a man's profession, behavior model, dress styles, psychological characteristics, and not biological sex (Buianova, & Bocharova, 2002).

English sociologist Anne Oakley (1991) coined the term "gender", which in modern Western sociology expresses not individual identification but the ideals of femininity and masculinity.

Gender stereotypes that, in fact, fail if they do not undergo reform and are passed down from generation to generation in a slightly transformed way. Social roles may change, but gender inequality is still viable because in the process of globalization, modernization, forms of discrimination are "cultured", which further contributes to deepening the hierarchy of society. Gender norms govern the behavior of men and women from birth to death. This in itself is determined by the functional division of father and mother, upbringing systems, education, culture, religious dogmas, politics-economics. Particular importance is attached to masculinity, mass media as a means of stereotyping.

Gender is an interdisciplinary science that includes psychology, sociology, anthropology, historiography, geography, culturology, political science. From birth, the baby belongs to a biological category - sex, respectively, female or male. In the process of upbringing, their gender consciousness is formed. Girls and boys experience different experiences and assimilate existing gender roles in a given culture. They learn how to behave like a girl or a boy, what is permissible for each and what is not.

Gender, thus, refers to the psychological attributes, characteristics, and behaviors that are acquired in a social context. In every society, gender differences are manifested in the forms of human behavior. For example, in what field do women and men work and what work do they do, how do they dress, how do they express emotions, etc.

Malishevskaya (1999) explains gender as a complex of social and psychological processes as well as cultural norms that are generated by society and influence an individual's behavior, choice of social strategies, and so on. Sh. Gender - social gender, socially determined role, male and female identity and areas of activity that depend not on gender differences but on the social organization of society.

The study of the relationship between language and gender can be divided into two periods:

I - Irregular (not related to related sciences) studies based mainly on individual factors.

II - Extensive research on the rise of interest in the pragmatic aspect of linguistics since the 1960s, with the development of sociolinguistics and substantial changes in the traditional redistribution of male and female roles in society.

The term "gender" is used to describe and compare "feminine"-its social, cultural, psychological aspects, to "masculine" to distinguish everything that forms the character, norms, stereotypes.

Lexicographic analysis occupies a special place in the study of gender as a cultural phenomenon in terms of the general parameters of scientific research.

Gender-labeled spheres, understanding of "man" and "woman" Phraseological conceptualization is characterized by numerous linguistic ways of expressing the gender aspect of language in English and Georgian, which perform nominative, representative, characteristic, expressive-imaginative and evaluative functions.

As a result of the verbalization conceptualization of the gender factor of language, in both English and English linguocultures the phraseological gender concepts "man" and "female" emerge, which form and manifest the gender segments of the phraseological images of the world. "Moral qualities", "behavior", "pragmatism", "content", "spirituality" - gender specifics.

Gender concepts of "man" and "woman"

Differences in the Georgian and English languages in different assessments of the corresponding gender model of gender identity in men and women are expressed in terms of number and semantic-semantic content of phraseological methods of formation.

This is due to the mental, cultural and national-historical peculiarities of development that are fixed in the minds and language of these people, as well as the traditional redistribution of gender roles in society and the notions of masculinity and femininity that dominate a given society.

There is a partisan direction in Georgian gender concepts, according to which women are mostly characterized by many shortcomings, which is why men are always compared to him in a negative light, while women are compared to men as a positive gender-labeled factor, which reflects the stereotype Enjoys the advantage.

3. Discussion

The asymmetry of the notion of man and woman in phraseology is pronounced in English gender concepts. Men's face is actualized by means of phraseological units that represent as dominant masculine qualities (aggression, aspiration for leadership, activity), while the woman's face often reflects secondary negative qualities, functions: passivity, stupidity, foolishness.

According to the stereotypes established in the Georgian language, a woman has many flaws, so comparing a man with her always has a negative connotation - "she is hysterical as a woman", "do not act like a woman", "you should not wear pants, you should wear a bottom". "Masculine", "masculine character", "drives like a man", "thinks like a man", "leads a family like a man" are attributed to a woman as unfriendliness, secrecy, nonsense, illogicality: "a woman's way from the stove to the threshold", "A woman has long hair and a short hair", "You can not put a needle between a woman's" yes "and" no "

Proverb (Lat. Proverbium) - a genre of folk speech (it can also be literary); Which is a mind-boggling generalization of reality. A proverb is a humorous-satirical statement of instructive content. Most proverbs express some generally accepted norm or practical concept. [2]

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Proverbs are often borrowed from different languages and cultures and sometimes in modern times come from more than one language source.

Despite its instructive nature, it is a mistake to think that the proverb necessarily represents wisdom (folk wisdom) or provides us with a progressive moral-ethical number. There is often an example of a proverb being based on an ignorant but common sense among the people. Opinions among the people change according to different epochs. In Georgian and English we find many proverbs from which gender views are confused, it shows attitudes towards women and men, based on the analysis of proverbs we understand what authority women and men enjoy, what qualities are given to them.

Old Georgian proverbs (Chkhenkeli et al. 2009):

„A woman's hair is long and her cleverness is short” - *„დედაკაცის თმა გრძელია ჭკუა კი მოკლე”* – any gender representative can be clever or stupid, or wear long or short hair.

“A dog is faithful till the end, women just till the occasion”-*„ძაღლი ბოლომდე ერთგულია, ქალი-შემთხვევამდეო”* – this proverb expresses less wisdom as faithful ness is a trait of an individual and not just of any gender. This stereotype probably comes from a strange point of view that betrayal of a man could have been forgivable because of the gender stereotypes: “Man is a man”, Nowadays we have absolutely different picture.

“It is better to have a daughter rather than be childless” *„სულ უშვილობას ქალის ყოლა ჯობიაო”*-

This is probably because in Georgian culture, it is very important to have offspring, who would boost family name.

As from the ancient times, the Georgians were in the position of a constant war, male sex was considered as hope and power, having son has been considered a priority.

“The nine women's cleverness will be put in one shell of a nut and there will still be room left”

“ცხრა ქალის ჭკუა თხილის ერთ ნაჭუჭში ჩაიდება და კიდევ ადგილი დარჩებაო”-

The main function of a woman was to complete housework and getting educated was not considered to be necessary since a woman was serving at home.

“Wife for a husband and a husband for himself”-*„ცოლი ქმრისთვისო- ქმარი თავისთვისო”*- In a lot of things we can see Georgian Androcentric way of thinking and this is not far past, men are still in the centre of families, a priority.

Similar Proverbs:

“ქალი სხვისი კერის ნაცარიო” – **“women burn for others”**

“ქალი-სხვისი საქონელიო” – **“women is somebody else's belonging, not her own self”**

Not every proverb is critical to this extent, there are such proverbs which express the dignity, determination and strength of women.

“ქალი ქვეყნის მარილი და ერის გვირგვინიაო” – **“a woman is the salt and crown for the nation (giving taste and beauty)”**

“ქალს ძაღლიც არ შეუყვარსო” – **“even a dog would not bark at a woman” (shows loyalty and tenderness)**

“ქალი შემოქმედების გვირგვინია” **“a woman is a crown of creativity”**

“ქალმა თუ გაიწია, ცხრა უღელის ხარ-კამეჩიც ვერ დააკავებსო”- **“nothing can stop a woman-her strength is compared to nine couple oxen”**

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In European languages, women are usually portrayed more or less critically, there are expressed as not very strong, but determined, warm hearted and kind. The stereotype of femininity in European culture is less critical than in Georgian, however, male dominance, androcentrism is also evident.

"A man chases a woman until she catches him"

"მამაკაცი მისდევს ქალს, სანამ ქალი არ დაიჭერს მას" – the last word is for woman.

"Women in mischief are wiser than man"

"ქალი გასაჭირში/ვარამში მამაკაცზე გონიერია" – the proverb says that women are cleverer in critical situation.

"Man make houses, women make homes"

"მამაკაცები ქმნიან/ აშენებენ სახლებს, ხოლო ქალები ქმნიან ოჯახებს" – women create coziness and family mood

"A worthy woman is the crown for her husband"

"ღირსეული ქალი ქმრის გვირგვინია"

"Women are like wasps in their anger"

"ქალი როდესაც ბრაზდება კრაზანას ემსგავსება"

"A good husband makes a good wife"

" კარგი ცოლი კარგ ქმარს ჰყავს" ანუ ამ შემთხვევაში ქალი კარგი იქნება თუ ცუდი, ეს მამაკაცზეა დამოკიდებული.

" A good man is hard to find"

"კარგი კაცის პოვნა რთულია"

"behind every successful man there is a woman"

"ყველა წარმატებული მამაკაცის უკან ქალბატონი დგას"

"Boys will be boys" (to excuse male behaviour)"

"ბიჭი მაინც ბიჭია" - ანუ როგორც სჩვევიათ ისე მოქმედებენ.

"It's a man's world"

"ეს სამყარო მამაკაცებისთვისაა"

"Women will have the last word"

"ბოლო, ანუ გადამწყვეტი სიტყვა ქალს ეკუთვნის"

In some proverbs female gender seems to be dominant, defines some situations and male depends on her, in some of the proverbs, a female is criticized and man seems to be honorable and strong gender.

If we compare English and Georgian proverbs, the difference in attitude is noticeable. In Georgian proverbs, women are presented in a more critical context, which of course is determined by cultural and social factors, while in English proverbs there is virtually no such criticism and even more, offensive epithets.

Also interesting are the phraseologies, on the example of the idiom confrontation, the existence of a society conveyed by Georgian and English Idioms, the culture gives us a great contrast in such a case, because an idiom is a peculiar, indestructible expression

of a language, the meaning of which does not equal just the sum of the meanings of the constituent words.

Georgian Idioms:

"From the time of Adam" - from time immemorial...

Both the community and the people know that Jvartvake is a pasture, that it has been ours since the time of Adam (A. Kazbegi)

"Adam's time"

"Son of Adam"

As we see above, idioms of Georgian origin are dominated by the word, their own name - "Adam" which is associated with the male sex and denotes a representative of both sexes

In all these idioms or phrases mentioned above, male dominance is clearly seen, we have "son of Adam" and not "son of Eve", "of Adam's time" and not of "Eve's time".

Idioms

"ულვშების მოპარსვა"	Shaving the moustache "
"ფუი შენს ულვას"	"Pooh to your moustache "
"ეს ულვაში არა მქონდეს"	"I do not have this moustache "
"ეს ულვაში არა მსხმია"	"I may not grow this moustache"
"ეს ულვაში მომპარსეთ თუ"	"shave my moustache if."
"ეს ულვაში ძაღლისა იყოს.."	" Let this moustache be dog's belonging "
"ულვაშზე ხელის გადასმა"	"to pat the moustache"
"ულვაში არა მქონდეს ზედ"	"I do not have a mustache on top "
"ულვაში მრუდე მაქვსო"	"Putting your hand on your moustache "
"ულვაშში ჩაფურთხება"	"to spit on smb's moustache"
"ულვშების მოპარსვა"	"I do not have a mustache on top "

The above-mentioned idioms are typical for the culture of the Georgian language, as it is known, a moistache is worn only by men, it has become as a symbol of courage, dignity. In ancient times, not having moustache was even considered a shame. There is not such attitude and piece of phraseology in relation to the women.

It will be interesting to mention – "Mandili", which is one of the accessories of women, a head scarf, which was mostly common in the mountains of Eastern Georgia, in Khevsureti and Tusheti, "Mandili" was considered a mandatory headscarf for a married woman. It was not obligatory for single women to wear it. "Mandili" was highly respected, women who wore it were called "Mandilosani" – quite a respectful status. When men were fighting, if a woman threw her "Mandili" among them, the fight should have stopped by all means, it showed the respect to women.

English Idioms about women and men:

- A woman's work is never done- *has a lot responsibilities*
- Be a woman of her word - *reliable*
- A woman on a mission – *a determined woman*

- A woman's place is in the home- *women should be at home*
- Make a man of somebody – *make somebody stronger*
- A man of the people – *somebody who gets on with everybody*
- Talk man to man – *talk frankly*

4. Conclusion

Based on the analysis of the above-mentioned phraseologies, we see that the phraseologies store a great deal of information about human existence, thinking, beliefs, stereotypes and priorities, which are presented differently in all languages, under the influence of culture.

Phraseologies clearly show the relationship between language and culture, when a person is fluent in a language, he also masters the culture and vice versa, culture helps us to study the language in depth. Phraseology, as already mentioned, arises in a communicative context, where the gender factor is constantly taken into account, people have long had established stereotypes, different views that combine language, culture and gender.

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Teaching the Works of Chaucer, Shakespeare, and Milton at Georgian Universities**Edward R. Raupp*****Abstract**

It is both a challenge and an opportunity to use literature in the teaching and learning of English at Georgian universities. The challenge is that students may be unfamiliar with the vocabulary and conventions of those authors who write in English primarily for native English speakers. The opportunity is related to the challenge. By reading the best literature, students are exposed to the art of writing as they may not have been by using workbooks. The skills of reading, listening, speaking, and writing involve more than 'retelling the text.' When a teacher of English selects the literature to be studied, one can do no better than to select the founders of the language: Geoffrey Chaucer (1343-1400), William Shakespeare (1564-1616), and John Milton (1608-1674). What we find, however, is that students have little or no exposure to the work of these great English writers. In schools, pupils may have studied a bit of Shakespeare, but few have ever heard of Chaucer and Milton. We find, moreover, that the same may be said at the universities, both at the undergraduate and graduate levels. Teachers of English language and literature at Georgian universities tend to continue to use workbooks and fairly simple bits of literature. Students miss the nuances of the English language as they would encounter them through the greatest of writers. It is, therefore, essential that those who teach any or all of these great writers develop a strategy to fit the needs of the students while meeting the objectives of the course. The key to making sense of Chaucer, Shakespeare, and Milton is to make connections to what students already know, to their own experiences, to make these greatest of all English writers relevant to the lives of the students in ways they can understand.

Key words: English literature, Chaucer, Shakespeare, Milton

1. Introduction

At Georgian universities, candidates for the degree of Master of Arts in English Language and Literature are accustomed to 'retelling the text.' And the text is, for the most part, mundane. Their experience in reading anything in English, whether in school or at university, tends to be from workbooks. These 'fill-in-the-blank' workbooks may be useful for beginning students, but they are insufficient for more advanced learners. Their exercises appear to be designed to fit a philosophy of foreign language acquisition based on regurgitation at the expense of critical thinking. Coming to classes in Chaucer, Shakespeare, and Milton is a daunting enterprise. In a word, they are unprepared. The teacher's job is to move the students to a higher level.

2. Literature review

We find an abundance of books, papers, and popular articles about Chaucer, Shakespeare, and Milton, about their lives and their works. A leaner collection is how to teach these writers to school pupils and university students. Chaucer is often taught to native English speakers as a foreign language (Clifton, 2018), and there is a good deal of material related to that objective. In Georgian schools and universities, Shakespeare may be taught as a drama class, with emphasis on learning the plays and sonnets by performing them for their classmates and others. Chaucer is taught as a collection of stories of *The Canterbury Tales* with scant attention to his other works, such as *Troilus and Criseyde* and his sonnets. Milton classes, to the extent they are offered in Georgian

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universities, are typically confined to *Paradise Lost*, disregarding *Paradise Regained*, *Samson Agonistes*, his shorter poems, and his prose. Teachers of English language and literature in Georgian universities are often, themselves, unprepared to teach even the basics of these three foundational writers.

There is, happily, a growing number of sources to assist teachers in Georgian universities as they prepare their classes in these writers. In its online article, "Using Literature – An Introduction," BBC (2020) notes the abundance of sources of English literature and argues for its values in language learning. The purpose of this article is to provide some guidance through the wealth of available materials and support, to provide a platform for sharing ideas and experiences among teachers in Georgian universities, and to explore some areas that are at the cutting edge of what is, for many teachers, the most powerful instrument in their school bag: literature as a tool for language learning (p. 1).

For a higher level of discussion, teachers and students should be aware of the controversy surrounding this issue. Especially useful for teachers of English as a foreign language at Georgian universities in the BBC piece is an article by Fitch O'Connell (2020) opposing the arguments against using literature in such classes and making a strong case for using short stories, poems, novels, plays, and song lyrics as ways to "enhance even further the richness of the sensory input that students receive" (p. 3). The BBC article also notes the judgment of Duff and Maley (2007) that "teachers can cope with many of the challenges that literary texts present, if they ask a series of questions to assess the suitability of texts for any particular group of learners" (p. 4). First among these questions is, "Is the subject matter likely to interest this group?" This question goes to the heart of the student-centered content-based approach to teaching and learning English as a foreign language.

2.1 The literature of Chaucerian pedagogy is minimal. This is unfortunate, as there is much of Chaucer, that can be used to raise the level of skills in mastering English, including, but not exclusively, *The Canterbury Tales* There are two notable exceptions:

2.1.1 The first exception, Ashton and Sylvester's (2007) *Teaching Chaucer*, is a set of articles deriving from the New Chaucer Society's colloquium on teaching Chaucer, a series that began in Dublin in 1994 (p. 1). The chapters, including Peggy Knapp's "Chaucer for Fun and Profit" and Steven Kruger's "Series of Linked Assignments," discuss innovative methods of teaching Chaucer at colleges and universities that focus on student-centered, active learning. The strategy aims to enhance both independent research skills and critical thinking. Kathleen Forni (2013) similarly suggests "that Chaucerians engage with popular culture" and "share pedagogical innovations and interests with peers within a public forum" (p. 190). Freeman and Cornwell (1993) also advocate innovation, new ways of reaching students confronting difficult material. A common theme in these innovations suggests establishing interactive communication about Chaucer's life and times and his work. These conversations, described as 'Discussions' in the 'Canvas Learning Management System', might be between teachers and students or among students individually or in groups (Craig, 2013; Wallis, 2020).

2.2.2 The second exception is Gibaldi's 1980 *Approaches to Teaching Chaucer's Canterbury Tales*. In his Preface, Gibaldi laments "the decline of the study of both language and history in contemporary American education" (p. ix). The same, however, may not be true in Georgia, and other non-English-speaking countries – where curricula are being updated to include such writers as Chaucer. Ridley (2008) repeats the question of a typical undergraduate, "What has Chaucer to do with me?" (p. xi). One approach to answering that student's question is, as Ridley writes, to explore "three basic characteristics that account for the continuing popularity of Chaucer's poetry": Its visibility in "specific, physical detail"; "an intentional ambiguity"; and "a constant of mammalian motivation" (p. xii). From a teaching perspective, one might see the need to avoid declarations of certainty when reading Chaucer, an approach that may validate the variety of interpretations of a group of students, encouraging them to dig further into the work.

John H. Fisher (2008) goes to the heart of the problem: "What experience, memory, and personality does a twenty-year-old reader from a middle-class family, educated in a public high school in the United States, bring to the reading of poetry intended for an

English court audience in the fourteenth century?" (p. 39). Immediately, a teacher of Chaucer – as well as the others in this paper— sees the need for relevance.

Howard (2008) writes, "The Rubicon of any course about The Canterbury Tales comes after the General Prologue...The Knight's Tale...(p. 58). In teaching The Canterbury Tales, the teacher needs, as Howard asserts, to stress not only the character of the Knight and the details of his story, but the critical importance of the place of the tale in the book: Number One. Chaucer sets the table with a courtly tale befitting the teller of that tale. Provost (2008) calls the Knight's Tale "the 'philosophic cornerstone' of the entire poem" (p. 93). Chaucer then has the Miller dragging the reader away from the idealized life to the real world, the world of the low and decidedly not courtly. This approach of juxtaposition should wake the student to what we have here, to what students themselves encounter in the highs and lows of what they see around them. Carruthers (2008) explicitly goes to relevance, with references to "quality of life" (p. 77). Curran (2008) connects the reader to the "cultural context" of Chaucer but also to our own time.

Several papers enthusiastically advocate the students' immersion of Middle English (e.g. Fisher, 2008, p. 43; Ross, 2008, p. 105). Our experience in teaching Chaucer to non-native English speakers leads us to be less enthusiastic. We require students to read and speak a bit of the original of The Canterbury Tales, and recite a few lines. More than that breaks the theme of relevance.

2.2 Of Shakespeare, even more scholarly literature is available, as well as books and articles proposing teaching and learning methods at all levels. Indeed, Goddard (1951) writes: "How many a book on Shakespeare has been prefaced with a sort of shame-faced apology for 'another book on Shakespeare'" (p. vii). An example of such works at the scholarly level is the connection by Holmes (2019) of Shakespeare to social justice using the NPR podcast, *Serial*, in which references are made to Romeo and Juliet, "young lovers from different worlds," and Othello, "the villain not a Moor exactly, but a Muslim all the same" (p. 145). Holmes finds that the contemporary story in *Serial* and Shakespeare's account of villainy and revenge share a "common denominator," and that is "rhetoric: how stories are told and to what ends."

Clearly, what Holmes, and others who teach *Serial* as a supplement to – or even a replacement for – a course in Shakespeare, are looking for is markedly greater student identification with the underlying realities of Shakespeare's tragedies. Teachers who choose to introduce Julius Caesar to their students of political science or history, for example, have a trove of material from which to draw in Raaflaub's (2017) recent *The Landmark Julius Caesar: The complete works*.

At the popular level, Ken Ludwig (2013) tells us *How to Teach Your Children Shakespeare*. Ludwig's formula is to start small, as in "Learning the First Line," and build one layer on top of another, reminding one of what the Egyptians did in building their pyramids. This kind of "mim-mem" (mimic and memorize) is one method of foreign language learning that has both adherents and opponents. Having acknowledged the opposition, we see in award-winning actor John Lithgow's introduction a powerful and personal endorsement of Ludwig's approach: "This book is a teaching primer for parents and a manual for making Shakespeare manageable or fun for kids" (Ludwig, 2013, p. xv).

While there are many Shakespeare resources available in physical and virtual libraries around the world, the world's largest Shakespeare collection is at The Folger Shakespeare Library in Washington, DC, in the United States. The Folger is also home to the world's largest collection of First Folios, the book that gave us Shakespeare. Happily, for most people living outside of Washington, DC, much of the Folger's rich collection is available online at folger.edu. One might note that no single volume on understanding Shakespeare compares with that of Harold Bloom (1998). Bloom's coda (pp. 714-735), or some parts of it, should be included in any university Shakespeare class, whether graduate or undergraduate.

More at the popular level – and to be sure, there is much more – students may find in Bill Bryson's *Shakespeare* (2008) a departure from the heavy commentary in academic journals. Bryson, a travel writer, takes the reader on a journey from his Chapter One, "In

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Search of William Shakespeare” through the life and times of The Bard and his plays right up to his death in 1616 and beyond, to the “Claimants”: “There is,” Bryson writes, “an extraordinary – seemingly an insatiable – urge on the part of quite a number of people to believe that the plays of William Shakespeare were written by someone other than William Shakespeare. The number of published books suggesting – or more often insisting – as much is estimated now to be well over five thousand” (p. 179). This element of Shakespeare studies might appeal to students today, especially to those who are intrigued by murder mysteries so common in 21st century television programs, cinema, and books. We have here an invitation to active learning.

YouTube is surfeit with videos freely available to students showing Shakespeare and his works from scholarly to comical. A video from the National Endowment for the Arts (Bridges, 2004) shows not only professional actors but school pupils, as well, both reciting lines from Shakespeare and sharing how Shakespeare has changed their lives. A discussion of the heartbeat cadence of iambic pentameter and Michael York’s recitation of Sonnet 18 are themselves worth spending 21 minutes of class time with the DVD at the beginning of a survey course in Shakespeare.

In the classroom, students may engage Shakespeare’s characters by reading, reciting, acting out, and analyzing their soliloquies (Blaisdell, 2006). It is commonly understood that plays, including those of Shakespeare, are meant to be seen on the stage rather than read in a textbook. Students will more easily grasp the rhythm of Shakespeare’s lines of iambic pentameter by reading them aloud and listening to the recitations of classmates (Ludwig, 2013).

Teachers might use brief forms of Shakespeare’s plays. For example, one might use Davidson’s version of *Romeo and Juliet* (2002) for tragedy and *A Midsummer Night’s Dream* (2008) for comedy. These are abbreviated forms, but students may find them more accessible as they begin to appreciate the characters and plotlines of the plays. Curry and Mercer (2015) provide a comprehensive treatment of the Battle of Agincourt, which can be used as a resource for the study of Shakespeare’s historical play, *Henry V*. For business and economics students studying Shakespeare, Farnam (2015) provides a relevant perspective in Shakespeare as an economist.

We find most promising O’Brien’s (1993) performance-based approach to teaching Shakespeare, especially Part Two: How to Teach Shakespeare through Performance by Michael Tolaydo. Here we have an approach to teaching tragedy (*Romeo and Juliet*), comedy (*A Midsummer Night’s Dream*), and the history plays (e.g., *Richard III*). We are advised to ask before the performance, “Where does this scene take place?” “Who should come onstage from where?” and other questions aimed at stimulating the students to engage the material.

2.3 As to the literature of Milton, The Oxford Handbook of Milton (McDowell and Smith, 2009), The Cambridge companion to Milton (Danielson, 1999), and Barbara Lewalski’s *The Life of John Milton* (2007) provide important books on Milton’s life and times, and Orgel and Goldberg (2008), among others, contain his major works. Dartmouth College in Hanover, New Hampshire (Luxon, 2020) offers the entirety of Milton’s extant work, along with a great many references to commentaries, in the College’s John Milton Reading Room. It contains the complete poetry and selected prose of John Milton, with introductions, research guides, and a number of hyperlinked third-party annotations. Much of the collection has been digitized and is available online at https://www.dartmouth.edu/~milton/reading_room.

The literature of Miltonian pedagogy, however, is perhaps the leanest of the three writers in our study. Students may identify with, and engage in discussions or debates, the case for reform presented in *On the Persistence of Reform: John Milton’s “Of Education” and Lessons for the 21st Century* (Raupp, 2020). More generally, Thomas Kranidas’s 1986 paper in the *Milton Quarterly*, offers a relevant insight in “Milton on Teachers and Teaching.” We are reminded of Milton’s own experiences with teachers and teaching. Milton reflects on the sorry state of teaching and learning in the following passage:

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Many of the Gentry, studious men, as I heare...coming to the Universities to store themselves with good and solid learning, and there unfortunately fed with nothing else, but the scragged and thorny lectures of monkish and miserable sophistry, were sent home again with such a scholastical burre in their throats, as hath stopt and hinderd all true and generous philosophy from entering... (Kranidas, 1986, p. 26, quoting from Chapter 4 of Milton's Second Book of *The Reason of Church-Government Urged against Prelaty*)

To turn this small but densely packed passage from Milton's complex rhetoric into a teachable moment, teachers might have students do a close reading to draw out the meaning and its relevance to their experiences. Teachers might have the students read a few words and ask, What does he mean? The teachers might then give examples of their own experiences—with real or imagined humor. It is likely that the higher the students are on the academic ladder, the more examples they have to share. This approach encourages students to identify with the content of the material. In some Georgian university classes, there will likely be at least one student who is married, so Milton's tracts on divorce may be especially relevant.

As with other writers whose rhetoric, though in modern English, is difficult for today's students to comprehend, there are simple versions of Milton's material. Grant Horner (2007) offers such a lifeline. Of course, the disadvantage of such versions is that the author's elegant writing is rendered more commonplace. One might as well refer to the *Cliffs Notes* or comic books!

Although there are many books for one teaching *Paradise Lost*, (e.g., Herman, 2012), one of the most comprehensive collections of Milton's shorter poetry and prose is that of Peter Herman (2007). From teaching the sonnets to *Areopagitica* to "On the Morning of Christ's Nativity," to that contender for the greatest English elegy, "Lycidas," and the rest, the chapters are brimming with materials and methodologies. Johnson concludes his 2008 review of Herman's comprehensive treatment of Milton pedagogy with, "I cannot imagine that anyone who teaches [Milton] would not find this an abundantly useful, insightful, and illuminating collection" (p. 539). In that collection, Duran (2007) both asks and answers the questions students – and instructors – frequently ask, especially, the "why?" Her answer is two-fold, and may be used by instructors when introducing the shorter works of Milton: First, "is the simple, honest aesthetic and pleasure Milton's works can provide" (p. 47). Second, "in ways that few works can, Milton's texts enable readers to enter into a transhistoric conversation that extends forward and backward and that is at once global and intensely personal" (p. 48).

Varsity Tutors (2021) offers useful lesson plans for *Paradise Lost* and other poetry. Along with substantial assistance with *Paradise Lost*, there are sites for links to Milton's poetry, including "Lycidas," "L'Allegro," "Il Penseroso," "On His Blindness," "Paradise Regained," "Samson Agonistes", and many others. Serious Milton scholars in the Caucasus should consider joining the Milton Society of Georgia and reading and submitting articles to the *Caucasus Journal of Milton Studies*.

We conclude our examination of Miltonian pedagogy by noting the context of this and the other writers, viz., we are teaching students for whom English is not a first language. Specifically, we are teaching students whose first language is Georgian. We find it useful, as we characterize *Paradise Lost* as the greatest epic in the English language to juxtapose the poem with the greatest epic in the Georgian language, viz. Shota Rustaveli's (2015) "Knight in the Panther's Skin", which all of our students have studied in school. It is one way to make connections with our students.

3. Methodology

As with any serious investigation, a number and variety of techniques tend to produce a more accurate outcome, one that may be more reliably generalized. This study uses three such techniques: direct observation of student performance in the classroom (that being a virtual classroom); formative evaluation using weekly quizzes and weekly analytical papers; and summative evaluation using midterm and final examinations and analytical presentations. Other methods that we might consider include

portfolios, journals, logs and assessments, as well as online assessments with multimedia. We might also consider alternative feedback methods, such as student self-assessment, peer assessment, and a mix of the two. Brown (2013) offers a number of suggestions for assessing written skills, including reading, vocabulary, and grammar (pp. 265-330), and oral skills, including listening, note-taking, speaking, pronunciation, and connected speech (pp. 331-383).

3.1. Methods

3.1.1 Direct observation. Having taught graduate level courses in Chaucer, Shakespeare, and Milton, for a number of years, we are able to discern difficulties in understanding the material, and we can find ways to intervene with positive reinforcement. In place of the traditional 'chalk-n- talk,' with hours of teacher lecture, we recommend interactive lessons in which students play a major part in the class using a mix of methods. These may include performance of plays, portrayals of characters, reading of soliloquies, Socratic dialogues, formal and informal debates, and student-led discussions of their PowerPoint presentations. In all cases, we model thinking critically, solving problems creatively, communicating effectively, and acting ethically.

3.1.2 Formative evaluation. The informal classroom feedback is an important way to reinforce learning and assess progress, but some kind of formal assessment can play a part in mastering the material. In the cases of Chaucer, Shakespeare, and Milton, this may not be intuitive to students for whom English is not a native language. Weekly quizzes can be useful for tasks such as remembering facts, understanding those facts, and applying them to real world situations. When quizzes are used, the content should be fairly straightforward: Who are the characters? What is the plot? What is the form of the work? What are the circumstances in which the writer is creating the work? In order to build critical and creative skills, we require students to submit one short paper each week, one that uses analysis, evaluation, and creativity.

3.1.3 Summative evaluation. At the outset of each course, students receive detailed syllabi. Final examinations and PowerPoint presentations assess the extent to which students have accomplished the learning outcomes specified in the syllabi. Rubrics are provided for the oral presentation and the essays that are part of the examinations. We look for critical thinking, including analysis of the material beyond the facts; evaluation of the work, taking and defending a position or critiquing a different position; and creation of new work, such as writing a poem on a theme concerning the writer or the work.

3.2. Background information. Chaucer, Shakespeare, and Milton are obligatory for students seeking the master's degree in English Language and Literature. In the bachelor's degree program in English Philology, there is no significant exposure to English literature. That program is largely theoretical, consisting of "retelling the text" and filling in blanks in standard workbooks. There is no emphasis on critical thinking or creative problem solving. It comes as a shock to first-year master's degree candidates when they are required to do more than that with which they have been accustomed. They must be taught the basics of critical analysis. Their initial papers will tend to be just a litany of facts with no original thought.

3.3. Participants. Those from whom we draw our evidence directly for this study include two years of first- and second-year master of arts degree candidates at Gori State Teaching University (GSTU). Nearly all of these students earned a bachelor's degree in English philology, most at GSTU. Before the onset of the coronavirus in early 2020, classes were held in person at the University. Subsequently, classes were held online using Zoom meetings.

3.4. Procedure. Classes in Chaucer were provided to first-year MA students in their first semester and Shakespeare in their second semester. Second-year MA students studied Milton in their first semester, and wrote their master's theses in their second semester. Mid-term and final grades were tabulated and provided to students.

3.5. Results and analysis

We estimate that the students were at or about B2, upper intermediate English language level using the CEFR standard (Common European Framework of Reference for Languages). The six reference English levels are widely accepted as the global standard for

grading an individual's language proficiency (Tracktest, 2021). The narrative associated with level B2 is, "I can communicate without much difficulty but still make quite a lot of mistakes and misunderstand sometimes." Equally problematical is the students' lack of critical thinking skills. More comprehensively, from Tracktest:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Our MA students minimally meet these criteria. Nevertheless, they were admitted to the MA program in Anglistics and required to demonstrate mastery of Chaucer, Shakespeare, and Milton. More importantly, these masters level students have little or no experience in critical thinking in their schooling or in their bachelor's degree program. They need help, and they need that help in their schools and bachelor's degree program in English philology.

3.6. Discussion

Graduate students can achieve the objectives of their courses in Chaucer, Shakespeare, and Milton, but only with substantial remedial work in critical thinking, creative problem solving, and effective communication, both orally and in writing.

4. Conclusion and Recommendations

It is understandable that our Georgian university students, including those whose concentration is English philology or Anglistics have little familiarity with the lives, the times, and the writings of Geoffrey Chaucer, William Shakespeare, and John Milton. It is, however, essential that the students read and remember this material and be able to explain, apply, analyze, and evaluate these works that are foundational to both English language and literature. There is little doubt that the situation is about the same in other universities in Georgia.

Given the situation in which Georgian university students are graduating with little or no exposure to three of the greatest writers in the English language, we find a promising avenue is to make the material, which at first appears to be remote, clearly relevant to the students where they live, that is, to show students how the great works of literature can be used to describe their own lives.

In addition to improvements at the classroom level, the English language programs in Georgian schools and universities should be examined. Such a close examination would likely yield an assortment of problems that hold back progress in the attainment of the skills of reading, listening, speaking, and writing in English. Once the problems are identified, the appropriate authorities may then work on designing, developing, and implementing solutions. Finally, at graduate level, there should be an audit of the national examination for master's degree studies and the criteria for admission to the MA program in English language and literature.

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**Diversity of EFL Pedagogical Material Utilized During the Covid-19 Pandemic in Turkish
Ministry of Educational Institutions****Erdogan BADA*****Yonca ÖZKAN******ABSTRACT**

With the COVID-19 pandemic, almost all world educational institutions had to embrace distance education, and with this there came many challenges that we all, young, adult, and old, have to grapple with. For the first time, language teachers, along with practitioners of other subjects, found themselves left to their ingenuity regarding material design, delivery of content to students and maintaining stable attendance in sessions by their students. Considering all these extraordinary circumstances, this study aimed to deal with the type of material regarding multiculturalism developed and presented to students by teachers of English in Turkey. The study conducted with participants in an MA program in ELT delved into teachers' tendency and application of introducing content of subjects including elements that are beyond inner circle cultures and pertaining societies. Participants of the program, all Turkish Ministry of Education teachers, took part in the study through open-ended questionnaires and interviews. The collected data was quantitatively analyzed through SPSS v21.0, and a content analysis procedure was carried out through NVivo for converging and diverging themes. Our findings suggest that while the participants staunchly adhered to the material prescribed by the Ministry, with content reflecting target and native societal characteristics, outer circle content was rarely touched on by either the material or the teachers themselves.

Keywords: *English language teaching, materials, culture*

The focus of culture in English language teaching has been on English-speaking countries' target culture mostly. However, the current status of English as an international language has led to major changes in the practice of teaching and learning culture in language teaching. Rather than focusing on the paradigm of native-speaker competence and target culture, the culture teaching in ELT now tends to include and refer to cultural diversity in order to improve interculturality among language users. Due to globalization mostly and with such an urgent need to integrate various cultures into language teaching pedagogy as a platform for learners to become intercultural speakers, both language teachers and learners' attitudes and mindsets towards this issue have become very significant. Therefore, this paper will discuss accommodation of cultural diversity integrated into English teaching material in Turkey.

Now that English has become a global language, there is a great deal of effort to raise awareness of other countries and nations' social and cultural characteristics. Therefore, studies in this regard abound. Various cultural content from different countries is introduced to language learners in the ELT practice to be exposed to and understand cultures. In this way, EFL learners would become intercultural speakers endowed with values such as "open-mindedness, curiosity, tolerance of difference, and respect – for self and others" (Corbett, 2003, p. 209). In the same vein, Soler and Jorda (2007, p. 1) describe English learners as intercultural speaker "with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose."

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Widdowson (1992) has criticized standard EFL texts for their disregarding diversity of cultures across the globe and thus failing to engage students with multiculturalism elements. He suggests that teachers use the culture that already exists in the classroom and more authentic materials that will be of greater interest and relevance. However, most teachers are not trained to do this and rely heavily on textbooks to shape their syllabus and mindsets. For these reasons, it becomes rather difficult to utilize cultural materials with a broader perspective and authentic content.

Among English language materials concerning cultural content, most materials and texts are based on American culture models. Thus, they seem to lack the necessary cultural awareness (Fenner, 2001). Clarke and Clarke (1990) discuss that there is much stereotyping and bias in British EFL materials, especially gender, race, class, and religion. They conclude that Britishness seems to be the standard, and cross-cultural perspectives in communication are disregarded. Although there exists much literature about the criticism of these approaches and materials, there are few suggestions on how to improve pedagogical materials which provide ideal standards discussed. To counterbalance most center-based materials being plied on the expanding periphery of non-native EFL contexts, Canagarajah (2002) has discussed and highlighted the need for rethinking the publishing process, which focuses on teachers' playing a very crucial role in creating and implementing appropriate materials for their local settings. When considering the growing need and increasing demand for more authentic, globally aware, interculturally competent societies, there is a scarcity of texts published on accomplishing this. Although some attempts have made to explore cultural content in language learning as "a pedagogy of difference" (Giroux, 1993), this does not result in any paradigm shift; much is still needed to be explored.

Based on the data collected from English teachers' material, this paper discusses to what extent diversity has been incorporated into the material during the Covid-19 pandemic. For this, the researchers sought responses to the following research questions:

RQ1: In transitioning the Covid-19 period, whose culture and to what extent predominates in the English language teaching material utilized by EFL teachers teaching at schools of the Turkish Ministry of Education (MoNE)?

RQ2: Does the EFL material utilized by teachers allow for modification, if so, to what extent?

RQ3: If there is room for modification, do teachers modify the material to include cultural and societal characteristics of other peoples? If so, to what extent?

METHOD

This study included a mixed-type of data collection method: quantitative and qualitative. We elicited the quantitative data through a Likert-scale questionnaire while online interviews provided the qualitative data, reinforcing the data gathered via the questionnaire. For the quantitative analysis, we utilized SPSS v21.0, and content analysis was carried out through NVivo for converging and diverging themes.

Participants

The participants of this study are all teachers of English functioning at the Turkish Ministry of educational institutions (MoNE) in the Van and Adana provinces. In total, 20 teachers took part in the study, filling out a questionnaire form designed to reveal the cultural and societal content of the EFL material utilized during the transition period of the Covid-19 pandemic. The participants also highlighted their views during an interview session to ratify the elicited information via the questionnaire. As illustrated in Table 1 below, all participating teachers (Eight male, 12 female) had 2-20 years of teaching experience at MoNE. Table 1 presents demographic information about the participants in the current study.

Table 1 Demographic Information of Participants

Gender	n=	Institution	Teaching experience (years)
Male	8	MoNE	2-20
Female	12	MoNE	2-14

FINDINGS AND DISCUSSION

From Table 2, we can see a substantial percentage (25%) of the participants observing the dominance of inner circle characteristics of the EFL instructional material content between 80-100%. Considering other inclusion percentages, we can thus state the material has been predominantly reflective of the target culture, followed by the host nation's and lastly by other nations' cultural and societal characteristics. Informal interviews held with the participants revealed views in this line.

Table 2 Predominance of Cultural and Societal Characteristics in The Material

RQ1-Predominant cultural and societal characteristics in material (%)						
	80-100	60-80	40-60	20-40	1-20	Chi-Sq.
Inner circle	25.0	20.0	35.0	15.0	5.0	.287
Turkish	0	40.0	25.0	15.0	20.0	.423
Other	0	15.0	30.0	40.0	15.0	.308

Although the p-value yielded an insignificant dispersion of percentages, we can surmise from Table 3 that the material did allow some modification. It can be observed that the participants put this characteristic somewhere between the 40-80% range; roughly 50% of the material was found to be open for some customization. Interviews held in informal gatherings with the participants corroborated their observations expressed in writing.

Table 3 Room For Modification In The Material

RQ2-Room for modification (%)						
Room for modification	80-100	60-80	40-60	20-40	1-20	Chi-Sq.
	0	20.0	20.0	35.0	25.0	.753

Provided by the flexibility of modification and customization, the participants, slightly less than half, modified the material by incorporating other nations' cultural and societal characteristics. In the interviews, the majority stated that they could not do so due to the confusion and fear caused by Covid-19 and the uncertainty regarding instructional means the Country's Ministry of education was grappling with during the transition of the pandemic.

Table 4 Material Modified by Teachers

RQ3-Material modified (%)						
Material modified	80-100	60-80	40-60	20-40	1-20	Chi-Sq.

	0	35.0	30.0	25.0	10.0	.423
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CONCLUSION

As a global language, English is now well-regarded as the sole international language enabling individuals from whatever country they may be to communicate meaning and conduct business, cultural, and social activities. Bearing this reality in mind, coursebooks utilized in teaching this language can no longer be constrained by the strict boundaries of mere target language societal and cultural content. As reflected by English teachers in Turkey, the used material in a Turkish context, even through the period of Covid-19 pandemic transition, shows versatility, an encouraging step towards truly internationalizing the language.

The study based on the quantitative and qualitative data shows that the material has been predominantly reflective of the target culture, followed by the host nation's and lastly by other nations' cultural and societal characteristics. Online, informal interviews held with the participants revealed views in this line that the material did allow for some modification. It can be observed that the participants put this characteristic somewhere between the 40-80% range; roughly 50% of the material was found to be open for some customization. Interviews held in informal gatherings with the participants corroborated their observations expressed in writing. Provided by the flexibility of modification and customization, the participants, slightly less than half, modified the material by incorporating other nations' cultural and societal characteristics. In the interviews, the majority stated that they could not do so due to the confusion and fear caused by Covid-19 and the uncertainty regarding instructional means the Country's Ministry of education was grappling with during the transition of the pandemic. Awareness of coursebook designers and writers and educational authorities, in line with other countries where the new status of English is well-recognized, the introduction of diversity into the material to be used in schools in Turkey is a step to be commended.

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APPENDIX

Put a cross (X) for a related option, please.

Gender: Male () / Female ()

Teaching level: University () / High school () / Primary () / Other (Specify).....

Years of teaching experience: ()

1) The teaching material (printed, audio, video, etc.) that I am using on the recommendation of the Ministry of Education during the pandemic is related to inner-circle culture and societies (British, American, etc.) by:

1) 80-100 % () 2) 60-80 % () 3) 40-60 % () 4) 20-40 % () 5) 1-20 ()

2) Content of teaching material (printed, audio, video, etc.) that I am using on the recommendation of the Ministry of Education during the pandemic reflects the Turkish cultural and societal characteristics by:

1) 80-100 % () 2) 60-80 % () 3) 40-60 % () 4) 20-40 % () 5) 1-20 ()

3) Content of teaching material (printed, audio, video, etc.) that I am using on the recommendation of the Ministry of Education during the pandemic reflects cultural and societal characteristics of countries other than Turkey, UK, USA (and other inner-circle countries) by:

1) 80-100 % () 2) 60-80 % () 3) 40-60 % () 4) 20-40 % () 5) 1-20 ()

4) There is room for modification of the teaching material (printed, audio, video, etc.) that I am using on the recommendation of the Ministry of Education during the pandemic by:

1) 80-100 % () 2) 60-80 % () 3) 40-60 % () 4) 20-40 % () 5) 1-20 ()

5) I modify the teaching material (printed, audio, video, etc.) that I am using during the pandemic by incorporating aspects of outer-circle culture (other than British, American, etc.) and societies by:

1) 80-100 % () 2) 60-80 % () 3) 40-60 % () 4) 20-40 % () 5) 1-20 ()

Creating Open, Professionally Appropriate Dialogue with Students**Eka Gotiashvili*****Tamar Tvaladze******Abstract**

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

Key words: complete openness, a role-bound relationship, effective modeling, disruptive behavior, on-task behavior

1. Introduction

Although the specific decisions teachers make concerning their relationships with students vary depending on their students' age, the basic themes related to teacher - student relationships are similar across grade levels. One important question involves deciding how open and involved a teacher wishes to be with students. In an earlier work (Jones, 1990), one of the authors wrote that teachers can select from among three general types of teacher-student relationships. Although teacher-student relationships vary on numerous dimensions, a primary factor involves the level of openness chosen. We can choose a teacher-student relationship characterized by:

1. 1. Almost complete openness, in which we share a wide range of personal concerns and values with students.
2. Openness related to our reactions to and feelings about the school environment, with limited sharing of aspects reflecting our out-of-school life.
3. An almost exclusive focus on a role-bound relationship; that is, we share no personal feelings or reactions, but merely perform our instructional duties.

Not surprisingly, beginner teachers often grapple with whether they should be involved in very open, personal relationships with their students. They may wonder about the extent to which they should join in with students, share students' interests, use student slang, and so on. The authors' experience suggests that students respond best to adults who are comfortable with themselves, their values, and their personal preferences. Consequently, if a teacher enjoys the same music as many students do, discussing it with students, offers a format for relaxed, personal interaction. Likewise, when preferences or values of a teacher differ from those of students, encouraging a two-way exchange of ideas can prove stimulating and educational to both the students and the teacher.

However, you should avoid becoming overly involved in students' interests or activities outside of school, particularly if you are a secondary teacher. Adolescents are working at developing their own identity and generally view adulthood as a positive stage in which individuals have reached desired personal and social adjustment. Consequently, adolescents are confused by adults

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who show intense interest in students' social activities and interests. It confuses them to see adults who appear to want to be similar to young people or a part of their peer group. If adults do not have something more interesting or valuable to offer, a major goal of adolescence - moving toward partnership in the adult community - is devalued. Students need to know that we have interesting lives apart from them and that we find life stimulating and challenging in some ways that are different from theirs. At the same time, they need us to be interested enough in them and open enough with our own values to share our ideas with them and engage them in discussions of personal as well as academic matters.

In addition to letting students know us as people, we can model a degree of openness to our own students; verbal expressions of concerns and feelings in our classrooms. An excellent example of effective modeling occurred several years ago when one of the authors visited the classroom of an extremely effective teacher. The eighth grade students in his class were actively involved in a science project and the room buzzed with noise and interest. A boy called across the room to his friend, John, and requested that John throw him the scissors. John immediately obliged, and the airborne scissors narrowly missed hitting another student. Rather than shouting at John, the teacher walked over to him and put his hand on John's shoulder. He proceeded to share with John the fact that the near miss had frightened him because he cared about and felt responsible for the students in his class. He then asked John if in the future he would carry the scissors across the room. The teacher then spoke briefly with the boy who had requested the scissors and with the student who had narrowly missed being hit. At the end of the period, the teacher took time to review the importance of the classroom procedure regarding scissors and had students demonstrate the correct procedure.

After class, the teacher explained why his intervention had been so calm and personal. He stated that young adolescents are involved in so many changes that their egos are very fragile and they personalize almost everything. He went on to say that his goal was to provide the student with information in a manner that would enhance the likelihood that the student would listen. Had he yelled at the student or made an example of him in front of the class, the student probably would have responded by focusing on the teacher's mean behavior rather than by examining his own behavior. The teacher stated that by admitting to his own feeling and sharing it with the student, he had provided the student with valuable information without making him defensive (Jones, & Jones, 2001, p.87).

This incident is an excellent example of a skilled teacher's ability to synthesize spontaneously a working knowledge of adolescent development with practical communication skills. The result of this synthesis was that the teacher was able to respond in a way that facilitated the student's personal growth while modeling emotional control and sensitivity to the student's feelings.

As educators, we must realize that feelings and perceptions about individuals in the classroom and classroom events are an important, legitimate issue of concern that affects students' motivation and achievement. Effective classroom managers are willing and able to engage students in assessing and adjusting classroom procedures and instructional methods. This act involves not only our own awareness and self-analysis but also involving students in open dialogue and problem solving.

2. Literature review

Different authors have different attitudes toward this issue. Noguera (1995) noted that "I have generally found that teachers who lack familiarity with their students are more likely to misunderstand and fear them" (p. 202). He suggests that violence in schools is significantly influenced by teachers being uncomfortable with and even fearing their students. This leads to teachers ignoring inappropriate behavior, using oversimplified and impersonal discipline techniques such as Assertive Discipline, and referring students to administrators without first attempting to work with the situation.

Sarah Lawrence Lightfoot wrote that the "fearless and empathetic regard of students" (p. 342) is a key dimension of good high schools. She means that teachers understand and appreciate the developmental challenges facing their students. In addition to this understanding, teachers are not self-conscious around their students and seem to be comfortable with and enjoy students.

It is sometimes desirable for teachers to act more systematically in developing positive teacher-student relationships. We can express our interest in and concern for students by:

- (1) getting to know our students;
- (2) monitoring the quality of our relationships with students, with focus on maintaining a high rate of positive statements;
- (3) creating opportunities for personal discussions with them; and
- (4) demonstrating our interests in activities that are important to them.

Whether our backgrounds and cultural heritage are similar to our students' or not, we will benefit from knowing more about factors that influence our students' lives. Teachers can ask students questions about their interests, how they spend their time. It is important to know how much students work and the degree of their extracurricular activities.

Children are sensitive to praise and criticism given by adults. Unfortunately, many teachers find that disruptive behavior is more noticeable and therefore respond to it more frequently than to on-task behavior.

Teachers make many inviting comments to students. For example, teachers often greet students at the door, state how glad they are to see a student, and respond positively to the quality of student work. Some of this inviting behavior occurs unintentionally because teachers are positive people who care about their students. On other occasions, teachers consciously consider the impact of positive invitations and intentionally invite students to be positively involved in their classes.

3. Methodology

In this article we applied to a qualitative method with a focus on dialogues in the classroom we use in the inquiry process. A qualitative observation is fully naturalistic in essence, meaning that it is conducted in a natural context and participants are observed in the interaction.

4. Results and analysis

Results from classroom interaction studies indicate that teachers generally respond more favorably to students they perceive as high achievers. High achievers receive more response opportunities; are given more time to answer questions; receive more positive nonverbal feedback such as smiles, nods, and winks, and are less likely to be ignored.

We must realize that the concept of holding high expectations for all students does not mean that we should provide identical treatment for all students. To a considerable extent, the differential treatment students receive from teachers is a logical and often thoughtful response to individual student needs. Nevertheless, teachers should become aware of the potential for allowing successful students to dominate classroom interactions.

It is often desirable that we initiate a higher percentage of our academic contacts with students who are low achieving during individual or small-group instruction. Similarly, especially when introducing new material to younger children, we should try to maximize the percentage of correct responses so that students do not become confused by competing, inaccurate information.

5. Conclusion and Recommendations

As teachers, we need to be aware of the importance of communicating positive expectations to all students. Periodically, we need to (1) collect data about how we interact with students in our classes, (2) analyze the data to see if we are using primarily supportive or critical statements, (3) determine whether we are responding differently (more critically or less often) to some students, and (4) attempt to alter our patterns of interaction so that we communicate high expectations to all students.

As in any relationship, it is helpful to have time to get to know one another without the interruptions occasioned by day-to-day events.

- Demonstrating interest in students' activities.
- Eating lunch with students.
- Arranging interviews
- Sending letters and notes to students
- using a suggestion box
- Joining in school and community events
- Joining in playground game
- Making birthday card

The importance of using effective communication skills cannot be overemphasized. They are the foundation for good classroom management. Unless we use effective communication skills, all other attempts at creating a well-managed, positive learning environment will be severely limited and usually short-lived.

In addition to creating relationships that meet essential student needs, using effective communication skills benefits us by allowing us to meet our own needs more effectively and simultaneously to achieve our professional goals. Using the skills presented in this section enables us to:

1. Be warm and friendly and enjoy relationships with students
2. Express our own needs and wants clearly within the classroom
3. Better understand and accept students and experience more positive feelings toward them.
4. Create situations in which students feel understood and cared for and therefore respond more positively to us and to their peers.

Thus, if you choose a more open, interactive classroom management style, you will find these skills particularly important in developing your management skills.

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Has an Increased Screen Time Empowered Students with More Choices?**Ekaterine Pipia*****Abstract**

The presented paper outlines the impact of pandemic outbreak during Covid-19 on transforming a traditional classroom into an online platform. The article describes the importance of utilizing a flipped classroom approach in a virtual learning context. The flipped model designs the classes in a democratic student-centered framework, where the students are granted the opportunity to independently plan the study process, get engaged with content and communicate with the teachers and classmates during synchronous class time. The paper provides practical strategies to empower students with more choices, controlling mechanisms over their study process, improving their academic performance and reducing their anxiety level. The global pandemic situation together with technological advancements have paved the way for making a flipped classroom a trending pedagogical perspective and solution for teachers to tackle the existing problems.

Key Words: global pandemic, challenges, flipped classroom, democratic-student centered model

Introduction

The world in a global pandemic situation united all the educators from different parts of the world to save students' school and university lives. Due to their all-out effort, the students were placed in a virtual learning environment and the global education system was provided with a unique opportunity to experiment with virtual learning setting. Consequently, the digitalized classroom with personal computers, laptops, tablets and smart phones has become inevitable and promoted a democratic, student-centered teaching and learning model. The classroom setting with full of digital natives does require the necessity of technology integration. The teachers who do not entertain the idea of integrating information and communication technologies in their classes prone to diminish the level of student-centeredness. In the 21st century, the education system that aims to provide qualified learning and teaching opportunities should not limit the urgent process of transforming from a traditional structure to a modern structure with technological opportunities (Bas, 2010; Rakhmetullina, Uvaliyeva, & Nugumanova, 2014). Changing the educational structure and setting through these rapidly developing technologies leads to implement new teaching and learning approaches (Akdemir, Bicer & Parmaksız, 2015; Ugras & Cil, 2014; Schaal, 2010). Efforts to design a democratic, student-centered environment provoked the popularization of a flipped classroom (Filiz & Kurt, 2015; Torun & Dargut, 2015), which proved to be quite productive during a global pandemic situation.

Flipped Classroom

The concept of flexible pedagogy is well-developed in a flipped classroom model (Gordon, 2014). According to Bishop and Verleger (2013), a flipped classroom is housed in the framework of democratic, student-centered approach and encompasses two phases: independent learning and interactive lessons. In a flipped classroom, the students are provided with the web-based

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lectures, videos, presentations and reading materials to view and study prior to class (Thai et al., 2017). According to Talbert (2017), the students who get acquainted with the content-based instructions prior to a live lesson are actively involved in fulfilling cognitive tasks through applying to already acquired foundational content in real time.

The **FLIP** acronym stands for four major pillars: 1) **F**- flexible learning setting; 2) **L**- learning culture; 3) **I**- intentional content and 4) **P**- professional educator (Flipped Learning Network, 2014). The model enables the students to apply to an individualized learning context, creatively engage with the teachers and classmates in a live learning environment. The teachers are reflective practitioners, who are actively engaged in the planning session to tailor the teaching context according to the learners' needs and demands. The reversed model of a flipped classroom is contrasted with a tradition classroom in the table provided below.

Table 1. Differences between Traditional and Flipped Classroom

	Traditional Classroom	Flipped Classroom
Preparation	No preparation stage for students.	Students watch web-based lectures, videos, presentations or read materials.
Live Process	Students receive the information from the teacher.	Students activate the knowledge through interactive activities.
Consolidation	Reinforcement is achieved through doing homework.	Reinforcement is achieved through preparing for the next class.

(designed by the researcher)

The cycle of designing a flipped model defines the teacher's active and creative role in planning content-based instructions and democratic, student-centered activities. The model guarantees a perfect balance between teacher-student talking time as the students have the necessary information beforehand to actively get involved in live lessons through the interactive activities (discussion, quizzes, projects, etc.) designed by the teachers. It is notable that autonomous learning facilitates the process of sharpening students' self-directed learning skills.

The professional literature under study highlights a great impact of a flipped classroom on students' academic performance and their engagement level (Albert & Beatty, 2014; O'Flaherty & Phillips, 2015; Thai et al., 2017). The empirical study conducted by Gaughan (2014) detected a high level of students' readiness to engage in face-to-face learning, such as debates, discussions, and activities in a flipped learning context. The flipped classroom proved to be effective in reducing dropout rates and improving students' grades (Lopez-Perez, Perez-Lopez, & Rodriguez-Ariza, 2011). It is of a great importance to emphasize a reduced level of student anxiety during a global pandemic situation (Czeisler et al., 2020). The corresponding study showed that a flipped classroom model significantly decreases the students' cognitive load in front of the computers, which directly could be linked to their increased motivation (Karaca & Ocak, 2017). According to Talbert (2017), the students developing autonomous and self-directed learning skills are granted the opportunity to manage all the processes in their own time and space.

The challenge pictured by a flipped classroom is related to teachers' large time commitment. The planning stage aiming at selecting appropriate authentic materials and designing interactive activities is time consuming for teachers. According to Wanner and Palmer (2015), teachers also need an institutional support and flexibility while assessing the students online. Furthermore, using already created video lectures, TED talks and podcasts might impede the process of tailoring the learners' needs, wants and

requirements. It is notable that the individualized approach helps the teachers identify the learners' performance on the content and design different perspectives.

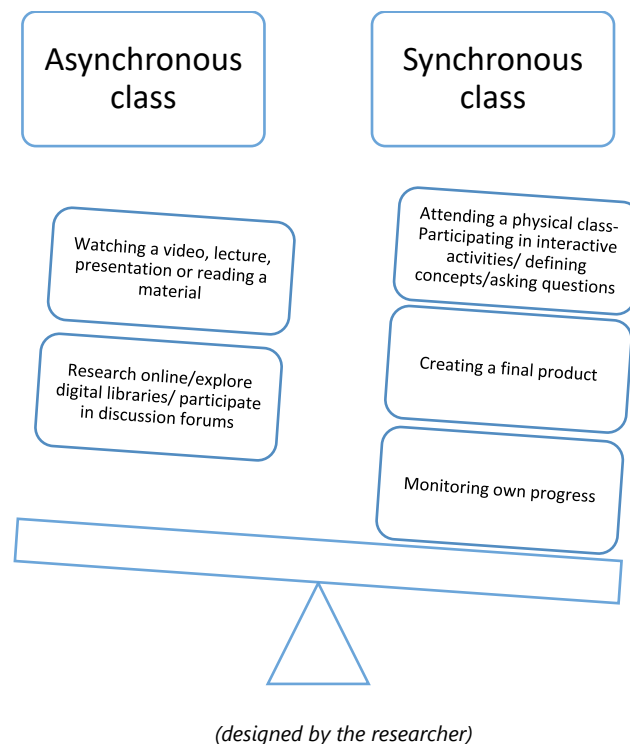
1.1 Practical Strategies

CONTENT- It is obvious that flipping a classroom implies to design a flexible learning environment for students, but this cannot be a universal approach for all the teaching and learning contexts. The following indicators should be evaluated before flipping a class: course type, topic, students' needs and abilities. Questionnaires could be of a practical value to obtain the data for needs assessment.

INSTRUCTIONS- As flipping a class requires from students to work independently, the teachers should provide them with clear and comprehensive instructions. The steps described in details through simple language functions can assist the learners to fulfill the task independently.

ACTIVITIES- As the content is assigned prior to class for independent learning, the teachers are supposed to design democratic, student centered activities in a synchronous class. The environment in class responds to students' active engagement in quizzes, discussions and project presentations and helps to develop analytical thinking skills and self-regulated learning strategies. It is of a great practical value to implement interactive exercises to activate the learners' obtained knowledge, provoke their thinking phase and communicative competence. The interaction patterns mainly shape peer and group activities as teachers have more time to balance teacher-student talking time than in a traditional classroom. The cycle below shows the process of designing independent learning and interactive lessons in a flipped classroom.

Figure 1. The Cycle of a Flipped Classroom



ASSESSMENT- The evaluation phase is mainly completed in a formative way as the students are able to explore the daunting concepts together with the peers and teachers in a real time and space. Teachers' constructive feedback takes a focal point in the cycle. Flipping a classroom enables the teachers to personalize the learning process and design the interactive activities accordingly. Using digital applications as a formative assessment tool will promote learners' active engagement in the process.

Additionally, well-written assessment rubrics will help students to evaluate the final product created by them and monitor their own progress.

1.2 Conclusion

The flipped classroom model tends to bring a feeling of safety through controlling time and space for active learning, planning individual approach and as a result, the learners become socially connected with the peers and teachers in a pandemic world, where people feel isolated and socially disconnected. The increased screen time during online learning and teaching has definitely promoted the sense of autonomy and democratic, student-centered environment, which result in sharpening higher order thinking skills. A well-planned flipped classroom enhances the quality education in an online mode and shapes a way for an increased level of motivation. It could be concluded that less synchronous learning time in front of a screen can have a positive impact on the students' mental and emotional health, which is of a paramount importance in the pandemic outbreak of COVID-19.

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Manipulation in Intolerant Discourse: A Belarusian Case Study**Ekaterina Vasilenko*****Abstract**

In the last few decades intolerant discourse has gained increasing research interest due to the challenges facing today's globalised and multicultural society. Hate speech as a verbal constituent of intolerant discourse has been studied worldwide with the focus on specific discourse communities. This paper discusses online hate speech on the example of the Belarusian discourse community and is based on the Internet users' comments to the news related to LGBTQ people, women and foreigners. The study concentrates on the pragma-communicative organization of intolerant discourse, i. e. communicative strategies and tactics used by the speaker in order to influence the interlocutor's discourse picture of the world. Particular attention is paid to the communicative strategy of manipulation understood as the speaker's desire to convince the addressee to accept certain statements as true without considering all the arguments. The paper highlights the following tactics implementing the communicative strategy of manipulation within the framework of intolerant discourse: distortion of information, attribution of statements or views, inversion, generalization, shifting of emphasis and appeal to authority (the latter may be seen as a tactics of persuasion as well).

Key words: *Intolerant discourse, hate speech, communicative strategy, speech tactics, manipulation, online comments.*

1. Introduction

In the recent years, intolerant discourse and hate speech as its immediate component have gained increasing research interest in the light of the challenges facing today's globalised and multicultural society. Due to the complexity of the phenomenon, a lot of attention is paid to it in the frameworks of sociology, psychology, jurisprudence, cultural studies and related disciplines (see a review in (Vasilenko, 2019)). Meanwhile, the very essence of hate speech necessitates a linguistic, and namely pragmalinguistic, analysis of its functioning. This paper provides a study of one of the communicative strategies most commonly used in intolerant online communication – the manipulative strategy.

2. Brief literature review

Since intolerant discourse is based on stereotypes and prejudices (Allport, 1966; Whitley & Kite, 2010), i. e. on the fundamental friend-or-foe opposition ('we' versus 'other'), it is obvious that the speaker's hostile attitude towards the addressee is manifested, first of all, in the use of the communicative strategy of discrediting (*downplay* in Larson's (2013) classification) aimed at creating a negative image of a certain social group (Dijk, 1987, 2010). At the same time, it is important for the speaker to create a positive image of themselves and their social group, which is achieved through the communicative strategy of positive self-presentation (Lee et al., 1999).

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These two basic communicative strategies of intolerant discourse aside, online communication participants resort to a range of other communicative strategies, such as persuasion, speech provocation and manipulation. While the first two mentioned strategies mostly fall into the focus of the theory of argumentation (though persuasion can be also viewed as a cognitive strategy (Vasilenko, 2018)), the manipulative strategy – understood as the addresser's speech behaviour aimed at convincing the addressee to accept certain statements as true without considering all the arguments (Chernyavskaya, 2006, p. 19) – directly alters the addressee's discourse picture of the world (the term of the representatives of the causal-genetic approach (Ukhvanova-Shmygova, 2009)), the immediate component of which is division of society into friends and foes (ingroup and outgroup respectively).

3. Methodology

3.1. Background information and factual material

In view of the fact that hate speech "is particularly prevalent on the internet and in social media, fed by so-called 'opinion-bubbles' in which people communicate with others holding similar views" (European Commission against Racism and Intolerance, 2019, p. 9) and is greatly dependent on specific discourse communities (Boromisza-Habashi, 2013), this paper focuses on online hate speech on the example of the Belarusian discourse community. The study is based on the Internet users' comments to the news related to three outgroups, namely LGBTQ people, women and foreigners, and published on the most popular Belarusian information portal TUT.BY in the last several years. With the previous research highlighting the topical organization of hate speech as a verbal constituent of intolerant discourse (Vasilenko, 2020; 2020a), this study concentrates on the pragmatic-communicative organization of intolerant discourse and is aimed at identifying tactics used by the speaker to implement the communicative strategy of manipulation.

3.2. Results and analysis

The analysis of the factual material made it possible to state that manipulation in intolerant discourse is implemented through the tactics of distortion of information, attribution of statements or views, inversion, generalization, shifting of emphasis and appeal to authority.

Distortion of information usually consists in presenting incorrect information or subjective opinion in the form of fact. E. g., by saying:

Потому что женщины объективно играют в шахматы слабее мужчин. Чтобы они там ни говорили о равноправии в несилевых видах спорта с мужчинами. Уж извините меня, женщины :) / 'Because women objectively play chess weaker than men. No matter what they say about equality in sports that are not based on physical strength. Excuse me, women :)' (30.12.2018),*

the speaker obviously presents subjective information in the form of objective ignoring any related scientific data.

Attribution of statements or views is closely connected with the previous tactics and happens when the addressee speaks on behalf of the outgroup. E.g., a male comment to the article on man-woman relationships:

читай: ах, бедные мы, несчастные бабы, все меньше и меньше находится лохов, которые согласны посадить себе на шею никчемную, сварливую, стервозную дуру-неумеху, которая только соскочила с родительской шеи и ищет, куда бы пристроиться, чтобы всем командовать, ничего в дом не принося, а только манипулировать и жуцковать / 'read: ah, poor we, unfortunate women, there are fewer and fewer suckers who agree to put on their neck a worthless, grumpy, bitchy,

* Hereinafter, the authors' spelling and punctuation are preserved, the translation is slightly adapted for clear understanding and stylistically close to the original.
The date stands for the publication of the article.

stupid me, who just jumped off the parental neck and is looking for a place to command everything, not bringing anything into the house, but only to manipulate and parasitize' (04.10.2017).

The tactics of **generalization** in intolerant discourse is also associated with the tactics of distortion of information and can be based on stereotypes about a social group or be connected with the tactics of labeling when negative qualities are attributed to representatives of a social group. In addition to obvious generalizations ('absolutely everybody'), the speaker can use delimiters ('almost everybody') or resort to typing ('typical X') in speech. E. g., a comment left to the article on a British released after being convicted for organizing illegal migration:

Типичный англосакс-поставщик дешевой рабочей силы, работорговля в Англии один из основных источников ее богатства / 'A typical Anglo-Saxon supplier of cheap labour, slave trade in England is one of the main sources of its wealth' (29.09.2018).

Inversion allows the speaker to represent a dominant social group as a victim and is mostly often used to disclose the topic "They need to know their place", and namely its subtopic "Their rights are unfairly placed above ours" (for topical organization of intolerant discourse see (Vasilenko 2020; 2020a)). E.g.:

Я тут подумал, может уже пора провести акцию под девизом «НАТУРАЛЫ ТОЖЕ ЛЮДИ!». А то как-то совсем неуютно за свою ориентацию / 'I just thought, maybe it's time to mount a campaign under the slogan "THE STRAIGHT ARE ALSO PEOPLE!" As somehow I feel completely uncomfortable because of my orientation' (08.09.2017).

Shifting of emphasis is used to make the addressee switch to information that is more beneficial for the addresser. E. g., the following comment was left on an article devoted to the global problem of discrimination and xenophobia, while the speaker shifts the emphasis towards the so-called Russophobia, which is not only a narrower problem in the world community, but also in the Belarusian context is rather revealed as a dislike for the dominant, rather than oppressed, social group, which can also be traced in the comment itself.

Давайте вместе подумаем, как нам побороть такое отвратительное проявление ксенофобии, как русофобию. Возможно, перевоспитание трудом подействует на белорусских нацистов? <...> / 'Let's think together how we can overcome such a disgusting manifestation of xenophobia as Russophobia. Perhaps reeducation through labour will have an effect on the Belarusian Nazis? <...>' (21.03.2017).

The tactics of **appealing to authority** (may be seen as a tactics of persuasion as well) is most often actualized in the comments to the articles on LGBTQ people, since in many cases Internet users in order to prove their point of view refer to the Bible. E. g.,

Валентин, Бог в Библии недвусмысленно, много раз, прямо называет гомосексуализм грехом. Покайтесь и одумайтесь, пока не поздно / 'Valentine, God in the Bible, unequivocally, many times, directly calls homosexuality a sin. Repent and change your mind before it's too late' (08.07.2016).

4. Conclusion

It may be concluded that the expression of hostility towards a particular social group in online communication is achieved through a number of communicative strategies and speech tactics allowing the speaker to influence the addressee's discourse picture of the world. Besides the two main strategies organizing the pragma-communicative space of intolerant discourse, i. e. discrediting and positive self-presentation, speakers may also resort to other communicative strategies, one of them being manipulation. The manipulative strategy is implemented within the framework of intolerant discourse with the help of a number of tactics, such as distortion of information, attribution of statements or views, generalization, inversion, shifting of emphasis and appeal to authority (the latter may be also seen as a tactics of persuasion).

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

Ekaterine Tsuladze*

Abstract

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

Key words: emotional intelligence, foreign language, emotional competence, school, motivation, formation.

Introduction

In the context of teaching a foreign language, the problem of studying the emotional-expressive aspect of foreign language speech, in particular, the problem of developing emotional competence in students, seems to be quite relevant. In recent years, a number of studies have been carried out related to the problem of teaching foreign language emotional speech and its individual aspects. It is worth noting the importance of the influence of the emotional sphere of a person on any activity. Mastering a particular language presupposes the formation of certain skills and abilities to verbalize one's own emotions and to recognize the emotional state of the interlocutor in the process of communication (Goleman & Cherniss, 2003).

It is obvious that "the practice of ignoring the emotional aspect leads both to the formation of a misconception about the language as a whole, and to incomplete mastery of its individual means" (Gardner & Stough, 2002).

Emotional competence has a significant impact on the ability to recognize states and feelings, conscious regulation of emotions; development of empathy. In the format of emotional development, the formation of socially significant motives of behavior is carried out; acceptance of the role of the learner, development of the cognitive sphere; the formation of creative activity, awareness of their individuality, self-sufficiency; manifestations of aggressive and antisocial behavior are reduced (Ciarrochi & Mayer, 2007).

In the process of obtaining an education, not only a person's mental abilities play an important role, but also his emotional competence - the ability to understand his emotions and feelings of other people, the ability to manage emotions (Perera, 2013). "Emotional competence is a combination of abilities, knowledge, skills and abilities in the emotional sphere, which allows you to manage your own emotions and create a favorable emotional atmosphere in the process of communication" (Gayathri

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& Meenakshi, 2013). When studying foreign languages, students are constantly in communication situations, developing their communication skills. In the light of modern research in the field of the psychology of emotions, it seems possible to talk about the need to develop students' emotional competence (Zarafshan & Ardeshiri, 2012).

1. The 4 Pillars of Emotional Intelligence

As it has been mentioned above Emotional Intelligence (EQ) is a person's ability to understand and manage the emotions that he and those around him feel. Those who have a high EQ level perform better in life and at work: it is easier for them to make decisions and take responsibility. In addition, it helps to establish contacts with people and get more pleasure from communication. And if we are able to recognize one or another emotion of an employee in time, we can solve the problem even at the inception stage (Durgut, Gerekan, & Pehlivan, 2013).

A high level of emotional intelligence can be useful for people with high career ambitions. At least in order to control their emotions, which sometimes "overflow" at the wrong time (Kornilova, 2010).

Reflections on emotional intelligence have been going on for a long time: in ancient times, the ancient Greek philosopher Plato drew attention to the importance of emotions in the learning process. Since its inception in the 1990s, Emotional Intelligence (EI) has been recognized as an important determinant of success. In some cases, the Emotional Factor (EQ) may actually be more important than his Intelligent Factor (IQ). Research has shown that Emotional Intelligence improves academic as well as professional achievement (Mayer, 1990).

EI is synonymous today. However, its benefits are not limited to professional achievements in the business environment. Emotional intelligence can improve a wider quality of life and make life more joyful. Before we can understand the benefits of EI and how to implement them in our lives, it is helpful to gain more information about the qualities that Emotional Intelligence brings to our lives (Shao, Yu, & Ji, 2013).

At the beginning of the 20th century, the American psychologist and educator Edward Thorndike (Thorndike & Stein, 1937) introduced the concept of the so-called social intelligence as the ability to understand and deal with people of any age and gender and act intelligently in relationships with them. Since the 1960s, the systematization of the knowledge of Thorndike and his predecessors began.

At the same time, a single concept of emotional intelligence appeared. There are no clear metrics for assessing EQ (by analogy with IQ) yet. But there is a certain set of personality characteristics that helps determine the approximate level (Book, 2011).

The main components of emotional intelligence are discussed in the following sub-chapters.

1.1 Self-awareness

It can be called the foundation of emotional intelligence. This is a person's ability to be aware of their emotions, to be able to analyze and correctly interpret them.

People who are aware of their emotions are better at managing their lives. When people are aware of their own feelings and reactions, they interact better and appreciate the emotions of others. It is a valuable skill in the workplace because attunement helps you attune to others (Addams & Allfred, 2013).

Self-awareness is generally considered the foundation of emotional intelligence. People with a high level of self-awareness have a fairly high level of EI. They trust their intuition, they tend to be reliable decision makers, and they are confident. People with

high emotional intelligence tend to view emotions as neutral rather than negative. These are things that you either need to act on or absorb (Ashley & Reiter-Palmon, 2012).

Self-awareness is one of the central concepts of classical Western philosophy, for which self-awareness is the awareness of the existence of one's own "I" and the states of consciousness belonging to it. So, according to Descartes, self-consciousness is the only reliable, undoubted knowledge, which is therefore the basis of the entire system of knowledge. This understanding of self-consciousness was also adopted in the human sciences, and in classical empirical psychology formed the basis of introspection - self-observation as the main method of this science. According to Hurrell and Scholarios (2014), self-awareness, understood as transcendental reflection, brought closer to contemplation and a special kind of self-perception, gives self-reliable intuitive knowledge.

In the non-classical theory of knowledge, self-consciousness receives a different interpretation. The starting point for understanding self-consciousness is not the awareness of consciousness but the perception of one's own body and its place in the system of other bodies and events of the physical world (Anderson, 2004). This self-perception (different from the self-perception of states and structures of consciousness, which phenomenology speaks of) is a necessary condition for the perception of the external world as existing independently of the perceiving subject. The subject sees his hands, leg and other parts of the body, hears and sees his steps, hears the sounds of his own voice, feels the movements of his limbs and head, receives various kinds of information from all parts of the body. This allows him to specify his changing position in the real world and perceive real situations as they are. As Hobson et al. (2014) emphasize, self-perception and perception of the external world are two poles of the perception process - subjective and objective.

1.2. Self-management

Self-management is the ability to maintain emotional balance, especially in critical situations. Having emotions does not mean suppressing them in yourself. It is important to feel and become aware of your emotional state and act in accordance with it.

Self-management includes mood management. People who can manage their emotions usually perform better because they can maintain clear thinking. This does not mean that they suppress or deny their feelings, they just understand their emotions and use them when necessary (Sinha & Jain, 2004).

The primary component of self-government is separation. Of course, we all have bad days or fluctuations in our emotions, but the decision to act or not act on them at the moment is a great self-management tool.

Emotional self-control. You are calm even when you are under pressure. In sad moments, you quickly return to a calm state (Salovey et al., 2001).

Adaptability - In times of uncertainty, you are flexible in adjusting to the situation. Even when you have multiple tasks, you can allocate time efficiently.

Focus on results. You strive to achieve the best results. You are truly happy to receive feedback on your work to improve your results in the future. Positive approach - you always find good moments in people and situations.

How to develop? This is the case when people can manage not to be panicked in stressful situations. They should be able to catch their breath and watch their emotions.

1.3. Social awareness

Social awareness is the ability to recognize another person's emotions and recognize what mood they are in at the moment. The main elements of this skill are listening and observation. Listening and observing, instead of monologue, helps us to see

the true state of affairs of those around us (Casner-Lotto & Barrington, 2006). Simply put, this is the ability to understand the people around us. Help them according to their emotional state. Understanding yourself and others, living and controlling your emotions instead of suppressing them, is the foundation of healthy, mature communication where no one's boundaries are violated.

Social awareness simply means understanding how to respond in different social situations and effectively changing interactions with other people accordingly to achieve a positive outcome (Chism & Bickford, 2002).

The second component of social awareness is organizational awareness. A person with high social awareness understands the political environment of an organization and the power structures in play. Organizational awareness is the ability to sense what is going on in your environment and recognize currents of emotions in others and in groups. The final component of social awareness is that of service. Emotionally intelligent leaders understand that their organization is in service of something or someone and that they, as leaders, are, in part, in service to their employees (Hurtado, 2001). They make themselves available within the organization and they encourage a service mentality in others. This service orientation within EQ does not necessarily equate to customer service, however. Rather, it encompasses the idea of our organizational lives being in service of our own and others personal and professional development. When leaders strengthen this element of their EQ, they tap into the values they bring to their work and find it easier to inspire others (Erbil, 2015).

Social awareness speaks to our ability to tune into our environment (at work and at home) and become aware of how our own internal emotional state is or is not shared by the people around us. Growing your social awareness indicates your understanding that your work — regardless of your field or area of responsibility — is in part a group endeavour. Cultivating your awareness of emotional weather phenomena outside of yourself and your own world view and prepares you for working with the final pillar of EQ: relationship management (Swift, 1990)

1.4. Relationship management

This is the ability to build contacts and interact with others, taking into account the emotional state of not a single person, but a whole team. Currently, there are many tests and characteristics to identify one or another level of emotional intelligence (Beckman, Colwell, & Cunningham, 2009).

Relationship management involves identifying, analyzing and managing relationships with people inside and outside your team. This is essential for successful negotiation and conflict resolution. The traits of people with a low level of emotional intelligence include uncertainty in all manifestations, excessive self-criticism and inability to communicate with others. People with a high level of emotional intelligence often have such traits as self-discipline, responsibility, the ability to adapt to the environment (Day & Carroll, 2004).

Once you have a handle on your own emotions and can recognize the emotions of the people around you, you can begin to develop relationship management. Relationship management is the use of your self- and social awareness to develop your relationships with other people.

People with high levels of relationship management:

- Connect with a multitude of people
- Interact with people frequently
- Find the benefits in every relationship
- Create an environment that promotes discussion and connection
- Handle stressful situations well
- Develop a strong rapport with coworkers—even with people they do not inherently agree with.

There is no doubt that it is important to develop your emotional intelligence level. This can make life much easier and help you move up the career ladder. Emotional intelligence is talked about a lot today. The need to develop emotional intelligence has been repeatedly proven by scientists and various examples from life and business (House et al., 2004). It is obvious that a person whose level of emotional intelligence is higher perceives reality more adequately and reacts to it and interacts with it much more effectively. This applies to almost all communications - both interpersonal and social; subjective and objective experiences; abstract and concrete concepts. Thus, emotional intelligence has become one of the new tools for business management, building effective communications and management (Abdolrezapour & Tavakoli, 2012).

The perception of information occurs through sensory systems. In this case, key areas of the brain act first, and then the reactions of the autonomic nervous, muscular and other systems take place. Interaction with information, with oneself and the outside world is built depending on the degree of development of the key drivers of emotional intelligence: awareness, self-esteem, motivation, adaptability (Wong & Law, 2002).

According to the analysis of the main components of emotional competence (self-regulation, regulation of relationships, empathy and reflection), these abilities and skills contribute significantly to successful communication.

1.5. Effective opportunity for the development of emotional intelligence

There is no doubt that future specialists in the field of intercultural communication should have the skills of emotional competence, which allow, both on the verbal and non-verbal levels, to recognize the emotions of a communication partner, as well as to express their own emotional states, taking into account the culture of the interlocutor, the situation and style communication (Bora, 2012).

When preparing future specialists in the field of translation and teaching of foreign languages, therefore, in the context vocational language education in general, teaching foreign language emotional speech is of particular importance. Meanwhile, it can be stated that this speech aspect is not given due attention in foreign language classes at the language faculties of universities (Dörnyei & Kubaniyova, 2014).

The main factors that determine the difficulties of learning a foreign language emotional speech are: lack of a clear and sufficient theoretical and practical basis on the reflection of the emotional sphere of the human psyche in language and speech, on the basis of which it is possible to create methods for teaching emotional speech-making activity by means of a foreign language; the presence of certain difficulties in the creation of communicative situations outside the linguistic environment in foreign language classes for practicing various aspects of the language associated with the verbalization of emotional states; the need to take into account all aspects of the language in which the emotional component of speech is realized; difficulties associated with the selection of language and speech means of verbalization of emotions in a foreign language necessary for learning (Curci, 2014). The uniqueness of the "foreign language" subject lies in the fact that language is not only a goal, but also a means of teaching that allows one to develop certain personality traits (Humphrey-Murto et al., 2014).

One of the most interesting and promising areas is the study of the developmental aspect of teaching foreign language emotional speech in the context of professional language education. The developmental aspect of teaching, along with the teaching-practical, educational and educational aspects, is an integral and equal component of the goal of teaching foreign languages (Salehi & Sadighi, 2012).

Undoubtedly, the problem of learning a foreign language emotional speech deserves closer attention from specialists in the field of theory and practice of teaching foreign languages. At the same time, it is necessary to emphasize the importance of further study of the emotional aspect of foreign language speech and the creation of new methods of teaching foreign language

emotional speech, taking into account the latest achievements of science (Zarafshan & Ardeshiri, 2012). Classes on teaching foreign language emotional speech can greatly contribute to the development of the emotional competence of future translators and teachers of a foreign language. The study of ways to verbalize emotions by means of a foreign language in comparison with the native language, analysis and modeling of various communicative situations using verbal and non-verbal means of expressing various emotional states allow not only replenishing the stock of linguistic and speech means of foreign language communication, but also developing the personality traits necessary for successful self-realization in the field of professional language education (Shao et al., 2013).

Conclusion

Thus, teaching a foreign language emotional speech can contribute to the formation of students' emotional competence and optimize their personal development. When teaching foreign languages, it is necessary to take into account the importance of the formation and development of emotional competence and the corresponding components of emotional intelligence, which will allow to use and develop the emotional potential of students and significantly affect their academic achievements.

There is a significant relationship between emotional intelligence and foreign language learners' language achievement since they can make a remarkable progress when components such as self-management, reciprocal learning and problem solving are added to the language learning curriculum. It is necessary that EFL teachers be emotionally intelligent in a way that they can play a leading role in their students learning process.

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“The city wore the mask of a capital”: Dublin in James Joyce's “Dubliners”**Eliso Pantskhava*****Abstract**

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

Key Words: *Dublin, paralysis, capital, chronotope, inability*

Introduction

In a letter to Stanislaus Joyce, 24 Sept. 1905, James Joyce writes: “When you remember that Dublin has been a capital for a thousand years, that it is the “second” city of the British Empire, that it is nearly three times as big as Venice, it seems strange that no artist has given it to the world” (Ellmann, 1975, p.78). He remedied such “injustice” in the early years of his self-imposed exile, creating a collection, where all fifteen stories are unified by one central image of the City. According to his early July 1904 letter to C. P. Curran, Joyce started working on the book in Dublin: “I am writing a series of epistles - ten - for a paper. I have written one. I call the series “Dubliners” to betray the soul of that hemiplegia or paralysis which many consider a city” (Ellmann, 1975, p.22). As it is quite evident from the last phrase, Joyce was very far from the creation of a nostalgic, idealized portrait of his hometown; on the contrary, he conducted his work in a manner of “scrupulous meanness” and tried to provide his fellow countrymen with a “well-polished looking glass.” Naturally, not many people in Dublin were thrilled with “the odour of ash pits and old weeds and offal” hanging about the stories. Joyce prophetically informed his brother: “The Dublin papers will object to my stories as to a caricature of Dublin life” (Ellmann, 1975, p.70), but he could hardly predict the difficulties, accompanying the publication of the collection. The book finally came out on June 15, 1914, after nine years of painful struggle. Publishers and printers, appalled by the merciless realism of Joyce's work, were rather reluctant to associate their names with the collection. According to Seamus Perry: “It was not merely a battle about good taste and the use of the word ‘bloody’: in his mostly bleak and unflattering stories Joyce had chosen to name particular places, specifying real-life pubs and shops and churches, something which his printers had been advised was potentially libelous” (Perry, 2016). Still, Joyce was against making essential changes in his work, as he made it quite evident in his 5 May 1906 letter to Grant Richards:

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"As for my part and share in the book I have already told all I have to tell. My intention was to write a chapter in the moral history of my country and I chose Dublin for the scene because that city seemed to me the centre of paralysis. I have tried to present it to the indifferent public under four of its aspects: childhood, adolescence, maturity and public life. The stories are arranged in this order. I have written it for the most part in a style of scrupulous meanness and with the conviction that he is a very bold man who dares to alter in the presentment, still more to deform, whatever he has seen and heard. I cannot do any more than this. I cannot alter what I have written" (Ellmann, 1975, p. 83).

Such a position resulted in one of the most uncompromising and brilliant works, ever created about a city. Dublin is more than a mere setting here- it is the central image of all stories, which seem to circulate around the idea of the City. This focal role of Dublin persists in later, more mature works by Joyce, such as "Ulysses" and "Finnegans Wake," that leads some of the scholars to see the collection as the "rehearsal" for major Joycean masterpieces, but it would be a grave mistake to underestimate the genuine importance of the collection. Harry Levin's words, quoted by Declan Kiberd in his lecture on the centennial of "Dubliners": "All Joyce's work was an ongoing epic, whose true hero was an English Language" seem more relevant in this perspective. Moreover, this definition coincides with Joyce's claim, quoted by Kiberd in the same lecture: "to read any of my works you have to read all of them", which makes "Dubliners" "a part of a continuum."

Discussion

The city, represented in all fifteen stories, is seen from the different perspectives - with the eyes of children, adolescents, young adults, and adults peopling its streets and homes- and in the versatility of its paralysis- physical, cultural, political, and spiritual – affecting the lives of its inhabitants. The portrait of Dublin is built up gradually, as the collection of the stories "grows by increments, in which each story is a gnomon or partial figure that adds new facets while failing to change the shape of the whole" (Mahaffey, 2012, p. 44). The image of the city is shaped through the alternation of micro-and macrocosms: the close frames of the houses vs. the open frames of the city, which prove to be not so "open" after all, as the whole city is frozen in stasis of paralysis, making it virtually impossible for the characters to escape the debilitating, circular routine of their daily lives and to reach the truly open space of the outside world, should it be the Wild West of "An Encounter", Oriental dream of "Araby" or the limelight of a big city, so earnestly sought by Little Chandler. These outer spaces remain unreachable for the Dubliners, secluded in the shell of their existence and anyone, oppressed by this stifling isolation, striving for more space and at least, intuitively feeling that "there is a world elsewhere" is either denigrated as "a traitor," "an Englishman" (Gabriel) or is unable to flee from the mundane reality (Eveline).

The reason for the isolation, stasis, and paralysis of Dublin, where the citizens remain passive observers and never turn into active agents, is prompted by the political context of Ireland after the Act of Union of 1801, which left a country under the strong influence of its powerful neighbour. Nearly every page of the collection reminds the readers of Stephen Dedalus of "Ulysses", who calls himself "the servant of two masters," of "the imperial British state" and "the holy Roman catholic and apostolic church." The author aims to release the Dubliners from the mind-control of both institutions and to "forge in the smithy of [his] soul the uncreated conscience of [his] race." The citizens of Dublin are entrapped by their inability of changing the reality; Joyce portrays them as "unconsciously 'collaborating' with the enemy insofar as they have internalized the values of the imperial power, including the denigration of the indigenous Irish as helpless, lazy, and incapable of governing themselves" (Mahaffey, 2012, p.1). Dubliners have to be content with their mundane routine, repeating itself day after day. Hence, the world of Dublin in the collection, despite its urban cityscapes (docks, industrial areas) demonstrates several characteristics of Bakhtin's provincial town chronotope with its "cyclical everyday time":

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"Here there are no events; only "doings" that constantly repeat themselves. Time here has no advancing historical movement; it moves rather in narrow circles: the circle of the day, of the week, of the month, of a person's entire life. A day is just a day, a year is just a year- a life is just a life. Day in, day out the same round of activities are repeated, the same topics of conversations, the same words and so forth...The markers of this time are simple, crude, material, fused with the everyday details of specific locales, with the quaint little houses and rooms of the town, with the sleepy streets, the dust and flies, the club, the billiards and so on and so on. Time here is without event and therefore almost seems to stand still" (Bakhtin, 1981, pp.247-248).

Despite having been a capital for a thousand years and the "second" city of the British Empire, Dublin of the collection is a typical provincial town: the protagonists of the stories mechanically follow their daily routines, like Johnny the Horse of "The Dead," walking in the circles around the equestrian statue of King William - "conqueror of Ireland on behalf of England." The man, who could have changed the political climate of the country, Charles Stuart Parnell, the "uncrowned king of Ireland", first adored and then betrayed by his fellow countrymen, is safely neutralized and immobilized by death and turned into a static image by a hero-worshipping poem, dedicated to him and poignantly read in the very building, where he was ousted from power. Indeed, as Anthony Burgess asserts: "Parnell has joined a harmless pantheon, no legitimate Jesus but an ikon" (Burgess, 2000. p.42). Parnell's contemporaries, trying to forget their failure/betrayal and inability to break free from the overwhelming paralysis, seek forgetfulness in drinking and manifestation of physical violence, "buying" themselves a temporary relief.

Simultaneously, "dirty old Dublin" of the collection is a "dear old Dublin," a place, where strangers are ready to help a drunken man, who collapsed on the stairs of the pub; where the old-fashioned hospitality of Irish homes, regarded by Joyce as a unique feature of his nation, still strives. Even in the harshest stories of the collection Joyce never sounds cynical; his precise eye of an artist just picks all the seemingly unimportant details of Dublin's life. He alternates the narrative perspectives: the first person narration of the "childhood stories" is substituted with the third person point of view in the rest.

Joyce manifests naturalistic precision while mapping his city: the names of the streets, pubs, churches, and various institutions are authentic. They frequently serve a symbolic purpose, as in the case of the Great Britain Street, the place, where the paralyzed priest lived, who, according to his sister, "kept on saying that before the summer was over he'd go out for a drive one fine day just to see the old house again where we were all born down in Irishtown" (Joyce, 1914, p.10).

The meandering of the characters around the streets of Dublin acquires symbolic importance - circular routs and the characters' futile attempts of breaking the circle demonstrate the inability of Dubliners to escape the paralysis of their physical, cultural, religious existence. Lenehan's walk in "Two Gallants" serves as the illustration of the above-mentioned: from Shelbourne Hotel to Merrion Square; round Stephen's Green and down Grafton Street; to the corner of Rutland Square and then into Capel Street, towards the City Hall; into Dame Street and up George's Street, turn to the left at the City Markets and back to Grafton Street, reaching the corner of Merrion Street. Moreover, the walk acquires additional significance according to Kathryn Conrad and Mark Osteen:

"...the "Araby" narrator's visual and geographical routes through Dublin mirror the paths of Lenehan and Corley in "Two Gallants"; this mirroring provides a glimpse of an alternative to the direct and driven narrative vision of romance that the former idealizes and the latter parodies, albeit unself-consciously." (Mahaffey, 2012. p. 76)

The only movement, ending in a successful outcome is described in "After the Race":

"The cars came scudding in towards Dublin, running evenly like pellets in the groove of the Naas Road. At the crest of the hill at Inchicore sightseers had gathered in clumps to watch the cars careering homeward and through this channel of poverty and inaction the Continent sped its wealth and industry. Now and again the clumps of people raised the cheer of

the gratefully oppressed. Their sympathy, however, was for the blue cars—the cars of their friends, the French.” (Joyce, 1914, p. 52)

The first sentence leaves the reader perplexed, one does not normally associate the intensity of the car race with the image of a “paralyzed” city, but soon the confusion is gone: Dublin is a mere venue, this noise, speed, glamour belongs to the Continent, “the gratefully oppressed” Irish do not participate in the race, they are the passive onlookers, supporters of somebody else’s victory. Dublin of the story wears “the mask of the capital,” and likewise, Jimmy Doyle wears the mask of a debonair young man. Once again we witness the infallible affinity of the city and its citizens.

As we see, although constantly moving through the streets of their native city, Dubliners still move to nowhere, as this movement is circular and never breaks the frame, bringing the complete elaboration. Alongside the drab and naturalistic cityscapes of “Dubliners” the readers constantly encounter another, symbolic plan of the collection- the realm of dreams, the imaginary world. In this juxtaposition Joyce introduces the chronotope of adventure, associated with the imagined world of Wild West stories of the “Union Jack”, “Pluck” and “The Halfpenny Marvel”, opening the doors of escape; Eveline’s dream of a new, “decent” life of a married woman in Buenos-Aires; the Oriental flavour of the mysterious bazaar, named “Araby.” Still, after the close reading of the corresponding passages, the reader feels that these imagined places provide the false escape: after all, how can a person be relieved from the burden of colonial paralysis with the help of the paper, named as “Union Jack”- which is the name of the national flag of the United Kingdom? Buenos- Ayres, the city where Frank invites Eveline, acquires truly dubious dimensions, if we take into consideration Richard Greaves’ remark that going to Buenos Aires” in Joyce’s time was slang for becoming a prostitute or that a heroine of Cleland’s book, Fanny Hill, sharing the surname with Eveline, is led into prostitution. As for the magic attraction of Orient in “Araby,” the story widely acknowledged as the parody on Chivalrous novels, it soon disappears under the influence of bleak and deadly Dublin, “hostile to Romance” and the boy painfully acknowledges his inability of being a true Knight, a keeper of the Grail-a chalice of his love and defeated by the indifferent and cruel world of Dublin’s adults, weeps over his dismay and broken dreams.

Another chronotope that can be traced in “Dubliners” is the chronotope of “a house,” or rather- a juxtaposition of “a house” and “a hotel” (Mr. Doran lives in a boarding-house, Gabriel, a proponent of domestic Irish hospitality, ends up in a hotel with his wife, Gretta). Still, even in the case of the regular homes, Dubliners cannot obtain desired peace, or a sense of security and protection: in “Eveline” the neighbourhood is altered by the outsider, the home of the protagonist is an oppressing prison, full of everlasting dust; in “Araby” the North Richmond Street is blind, and the former tenant of the house, the priest is dead; even in “The Dead,” Gabriel, so heartwarmingly praising the Irish hospitality, painfully realizes that his aunts, the embodiment of Old Ireland and its traditions, will soon be gone and the feeling of “old Irish home” will be lost with them. And how ironic is the fact that just a couple of months ago, despite numerous petitions from the James Joyce scholars, the City Council of Dublin decided to turn the very place, described in the story, the Georgian townhouse at 15, Usher’s Island into a hostel?

One of the means of portraying the city in the collection is its colours. Colour symbolism plays a major role in Joyce’s creativity and “Dubliners” is not the exception to this rule. The colours that frequent the pages of the collection are “yellow,” “grey,” and “brown,” associated with decay, dishonesty, and disgust: yellowing photograph of the nameless priest, yellow pages of The Memoirs of Vidocq, and yellowish, discoloured teeth of Father Flynn – they all awaken the feeling of disgust in the reader; a phrase “a dull, yellow light brooded over the houses and the river; and the sky seemed to be descending”(Joyce, 1914, p. 156) reminds the readers of the bleak cityscape from T. S. Eliot’s “The Love Song of J. Alfred Prufrock”

“The yellow fog that rubs its back upon the window-panes

The yellow smoke that rubs its muzzle on the window-panes

Licked its tongue into the corners of the evening

Lingered upon the pools that stand in drains

Let fall upon its back the soot that falls from chimneys

Slipped by the terrace, made a sudden leap

And seeing that it was a soft October night

Curled once about the house, and fell asleep"

"Brown imperturbable" houses of "Araby"; "little brown houses" of "Eveline" vs. "bright brick houses with shining roofs," built by a newcomer, "an intruder," "a man from Belfast" (Joyce, 1914, p.42); "the brown tint of Dublin streets" (Joyce, 1914, p.131); "heavy grey face of the paralytic" (Joyce, 1914, pp.11-12); "grey hair" of Aunt Julia and her large flaccid face, which is also grey," with darker shadows" - all these images symbolize the drabness of the paralyzed city.

Conclusions

The constant interplay of dark and light in the collection, gloomy, rainy streets of Dublin, flickering lights of the evening lamps, a nameless boy of "Araby", gazing up into the darkness of the empty Bazaar, Jimmy Doyle, shunning the light of the daybreak, partly-lit figure of Mangan's sister remind the reader of Blanche DuBois of "The Streetcar Named Desire", constantly shadowing the light bulb with the paper lantern to mask sordid past and true self. Her attempts are in vain, the harsh reality of her miserable existence hits Blanche despite the precautions. The attempts of the Dubliners to hide in the gloom of Dublin are likewise futile- they will have to bear the light, face the unpleasant vision of their true selves in the "well-polished looking glass," offered by Joyce if they want to break the enchanted circle of paralysis, if they want to escape or change this city- the embodiment of their failed citizenship.

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Teaching English to art students during the pandemic**Gulnara Gorgiladze*****Abstract**

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

Keywords: ESP, teaching English to art students, pandemic, flipped learning

Introduction

The COVID-19 pandemic has affected nearly 1.6 billion learners in more than 200 countries (more than 94% of the world's student population). Of course, this had to be followed by various challenges, some of which were the same for all branches of higher education, while others had to be differentiated according to the study majors. It hasn't had a really negative impact on art students of English, as, anyway, much of teaching English has been done via computer-assisted (CALL), mobile-assisted (MALL), blended and flipped learning before the pandemic, and both teachers and students were used to it. During the pandemic not only synchronous regime became important, but also asynchronous one, where flipped learning occupies an important place. In teaching English to arts students in the pandemic situation viewing online lectures on art and then discussing them in class online turned out to be a very effective way to learn English. Once quite a controversial topic, particularly in some areas such as the Arts (see, e.g., Allen, Wright, & Innes, 2014), online learning is now commonplace in language teacher education. Reimers, Schleicher, and Saavedra (2020) state that during the pandemic students were very much affected, they suffered from more stress, especially students of arts and humanities, and they needed more support in their studies, as technology application for them was a greater problem than for students in technical majors.

Literature review**Synchronous and asynchronous modes of learning English online**

According to Perveen (2016):

Synchronous e-learning, on the other hand, refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat rooms provide an opportunity of teacher-student and student-

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student interaction. Apart from chat, video-conferencing facilitates face-to-face communication. Web conferences through surveys, polls and question-answer sessions can turn out to be more interactive than video conferencing. (p.22)

Synchronous e-classes of English are very similar to traditional classes, with their PPP (presentation – practice – production) activities. Presentation can be done as effectively, even more effectively (in in the classroom there is no technology), as in traditional classes. Practice and production do have some synchronization problems (the teacher cannot look into students' eyes really synchronously), however, no real problems are experienced.

"Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and power point presentations" (Perveen, 2016, p.22). This is normally not too effective with schoolchildren, as they usually expect some 'spoonfeeding'. Besides, if the readymade materials are not the ones that have been developed to match the textbook, schoolchildren will have too many vocabulary and grammar problems while trying to apply them. However, university students who are expected to possess B1 level of English and certain strategies of meaning elicitation, should be able to deal with these materials. Asynchronous online learning develops students' autonomy, comprehension strategies. Followed by synchronous classes ('hybrid mode'), the approach gives maximum results: while asynchronous learning is self-paced and devoid of psychological tenseness, synchronous classes are interactive, teacher can better motivate students, and provides immediate teacher feedback.

Flipped language learning

Flipped learning was introduced by John Bergmann and Aeron Sams who were both high-school chemistry teachers. They coined the term 'flipped classroom' in 2002 and initially designed this approach for students who missed classes. Later it was used for other purposes as well. Flipped learning allows educators to modify their traditional classroom environment so as to introduce course content and basic learning attainments to learners before meeting in class and to use class time to guide each student with active learning experiences (Bergmann & Sams, 2012).

According to Birgili, Seggie, and Oğuz (2021) flipped education in language teaching is mostly applied in higher education, as learner autonomy skills do not enable to do it earlier. They mention that its philosophy is based on learning theories of Behaviorism, Cognitivism, Social Learning Theory, Constructivism, and Connectivism. Flipped learning has many potential benefits including more one-on-one interaction time between teacher and students, active learning and cooperation, and self-paced learning. Also, it provides students with flexibility if they miss some lectures. In addition, flipped learning can be considered complimentary to the traditional classroom setting because it encourages classroom time to be arranged more toward active and collaborative learning (Roach, 2014). Flipped learning is a framework that lets instructors to reach every student (Bergmann, 2018).

Using videos dealing with arts for English language teaching

Video is a powerful medium – more so than its audio counterpart due to the visual element. All sorts of audio-video materials may be useful for teaching English to arts students: student- or teacher-made clips, TV programs dedicated to art, extracts from fiction movies related to art, short Youtube video, documentaries, and lectures on art.

Videos help in the cognitive and social development of students and in problem-solving tasks (Zahn et al., 2010). When videos are shown at the appropriate phases in the teaching process, it aids the effectiveness of teaching (Hsu, 2013).

Lialikhova (2014) states that "teaching with video can effectively promote communicative language teaching, bring variety into ELT classrooms, motivate pupils to learn a foreign language, benefit the development of the four language skills and vocabulary growth, supplement texts in textbooks, and approach the curriculum topics via a different medium".

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DeWitt et al. (2013) studied the application of Youtube videos for teaching performing arts students. The study revealed the potential; that Youtube has as an instructional tool in the performing arts in line with current trends of collaboration and social networking in education.

In this paper various Youtube videos containing lectures on art, such as <https://www.youtube.com/watch?v=tfkUXDhnAi0>,
https://www.youtube.com/watch?v=FbZ_MOWLMu8,
https://www.youtube.com/playlist?list=PLjiqsPexHHIKhq8z_gOPKmq1coQUd_lwS,
and <https://artgallery.yale.edu/education/programs/archive>

will be discussed.

The advantages of such videos' application in flipped teaching include:

- In-class it would require too much time, however, as homework, watching such videos is achievable and more enjoyable than doing some exercises in English;
- The students may watch it 2-3 times fully or rewind some fragments, to increase the comprehension;
- The variety of lecturers (with different specific features of pronunciation) provides the improvement of students' listening skills;
- If needed, at home through the Internet, students can find additional information in encyclopedias, dictionaries, etc., to help comprehension;
- Learning can occur in time convenient for students;
- Viewing the recommended by the lecturer (or maybe additionally some more on the same topic) videos will develop student autonomy;
- Students can come to discussion class (also done online) with some self-made topic vocabularies, lists of names, dates, art trends, etc. to help them during the classroom discussion.
- To be sure that students watched and understood the given video, the lecturer can give them a short multiple choice test during the class or ask some comprehension tasks before the discussion begins.

As these videos are related to arts, they contribute to students' professional knowledge, at the same time, the existence of background knowledge and the slides applied by the lecturers in the videos will help students to understand the lectures. If students consciously chose their profession, the motivation of watching these videos will be guaranteed. The selection of lectures and their topics can be done together by the English instructor and his/her students.

To hold the discussion, either the teacher or a beforehand warned student should be prepared to serve the DJ (prepare interesting questions) who will lead the discussion. This will permit to avoid long pauses and to make the discussion lively.

Conclusion and recommendations

In the period of the COVID-19 pandemic the teaching of English to arts students can painlessly enough move online, as students are anyway acquainted with CALL and MALL and have the necessary technical skills. Besides synchronous online classes which are typically held nowadays in higher education, teachers can apply flipped classes, giving students homework to watch lectures on their profession (in the current paper, it is art) and to get ready for discussion. Then in synchronous online classes they will do more interesting and creative things than just vocabulary and grammar exercises. They will discuss the viewed lecture – the historic period, the artistic trend(s) with characteristic features, artists' biographies, works of art, etc. This will develop both their English communicative skills and their professional knowledge.

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Reimagining Classrooms: What if Students Led the Classroom, not Teachers?**Guranda Khabeishvili***
Nino Tvalchrelidze****Abstract**

To improve education practices and meet the challenges of ever-changing environment, it is vital to introduce a paradigm shift in education. A student-centered educational environment is a strategic component of modern higher education. Correspondingly, higher education institutions (HEIs) worldwide are expected to create the most favorable educational environment for their students to achieve the learning outcomes. For as long as schools have existed, teachers have been the main source of knowledge in the classroom. Nowadays, we have more resources available than ever before. This gives teachers ability to make their classrooms less teacher-centered and more student-centered. Teachers and educators must embrace the students of today. They have to realize that their students can construct their own learning. Consequently, this paper discusses the concept of student-centered learning and sheds light on the core principles for supporting / creating student- oriented learning environment. This article is significant by identifying the indicators for evaluating student-centered classroom environment, which can help to promote more, the implementation of this form of instruction in HEIs of Georgia.

Key words: Student-centered learning, higher education, indicators, learning process, active learning, facilitator, classroom, learner autonomy

Introduction

The transformations that are part of our lives bring significant changes in the field of education. We are expected to adapt to the new things, accompanying with the developing world. It is worth pointing out that today's education cannot accommodate quickly in order to meet all the demands associated with the transformations, which are ongoing parts of changing world (Fadel, Trilling, & Bialik, 2015). Beside that fact that European Commission (2016) clearly indicates that the Higher Education Institutions (hence HEIs) are expected to play a great role in the formation of the students through developing their knowledge, skills and attitudes, in order to engage with a wider society, the challenges are still being faced in terms of implementing pedagogical instruments and methods oriented on students. The classroom setup based on skills development requires a shift from teacher-centered to student-centered. "Student-centered learning becomes a pioneer of development of learning approach" (Zohrabi, et al., 2012 cited in Emaliana, 2017, p.60).

Even though, student-centered learning is not a new concept, adapting the practices of student-oriented instruction still remains a challenge for HEIs. The influence of this form of instruction became even stronger after introducing the Bologna system in 1999. The learning outcomes revised by Standards and Guidelines for Quality Assurance and the Bologna process, have had a great impact on promoting student-centered learning (ESG, 2015; Attard, Di Ioio, Geven, & Santa, 2010).

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According to Todorovski, Nordal and Isoski (2015), there are still some concerns connected to its full integration. Some actions are being taken, but still this form of instruction has not been made as a clear priority in higher education. It is pointed out that not all the characteristics of student-centered learning are being practiced in the classrooms.

It is noteworthy to distinguish the key differences between these two paradigms. In the form of 'teacher centered' instruction, the teachers act as the main decision-makers and control learning process that give learners less chance to be active participants, so they obtain knowledge as passive recipients. Consequently, the knowledge producer is the teacher, as his/her responsibility is to present information explicitly. In contrast to teacher-centered, in the form of 'student-centered' instruction, everything is absolutely different, as the students are actively involved in the process of knowledge construction and their voice is considered to be the central of the learning experience (Stockard et al., 2018; Glossary of Education Reform, 2014).

In order to enhance education practices and face the challenges of ever-changing environment, there is the need for a paradigm shift in both learning and teaching processes. The shift from teacher-centered to student centred has altered the way we see the concept of learning. The fundamental changes, which are related to this shift, refer to altering the roles and objectives.

If we look back, in the past the objective of education was completely different and its primary goal was the mastering the content and then it was followed by the assessment of that content knowledge. Since the life demands and the world have changed, various scholars started to shed light on the significance of giving students opportunities to take ownership of their own learning, through constructing their knowledge, taking leading roles and obtaining the skills (Trilling, Bialik & Fadel, 2009). Due to the fact that learners' interests, needs and expectations have changed, they are no longer satisfied with the methods used years ago. Both teaching and learning environments have altered, and the concept of quality education is already considered to be creating student-centered classroom environment (Campbell & Rozsnyai, 2002).

The shift was from academics' productivity to student productivity, from academics' disciplinary interests to student interest, from academic teaching styles to student learning styles, and from classroom teaching to student learning (Attard, Di Ioio, Geven, & Santa, 2010). Accordingly, the way we teach is the primary concern, because what we teach to students is no longer enough without incorporating the methods focusing on student-oriented learning, which can encourage a sense of autonomy in learner.

The concept of student-centered learning

The move to student-centered learning was informed by the theorists from the progressive education. It is greatly supported by constructivist theories of learning, as the main objective of such form of instruction is to highlight the significance of learner autonomy and the knowledge construction. Beach (1999) cited in Pesqueira (2020), suggested, "...Progressive education change should challenge traditional education forms and ideas by initiating changes to the modalities of practice and the normal forms and/or contents of specific and deliberate modes of intentional determination of educational transmissions" (p. 238).

Although the concept of student-centered learning has been used in higher education for many years, it does not have one universally-agreed definition. The concept of student-centered learning was credited in the early 90s and later in 1956 to Dewey's work (O'Sullivan, 2003 cited in O'Neill & McMahon, 2005). O'Neill (2005) also claims that a range of terms are associated with student-centered learning, such as autonomous learning, self-directed or flexible learning. Using a range of terms might lead to different interpretations of student-centered learning, even though it is commonly believed that it refers to a variety of learning experiences and instructional strategies aiming at addressing students' cultural backgrounds, learning aspirations, needs and interests. In order to address this primary objective, the educational specialists need to modify and apply various instructional methods (Glossary of Education Reform, 2014).

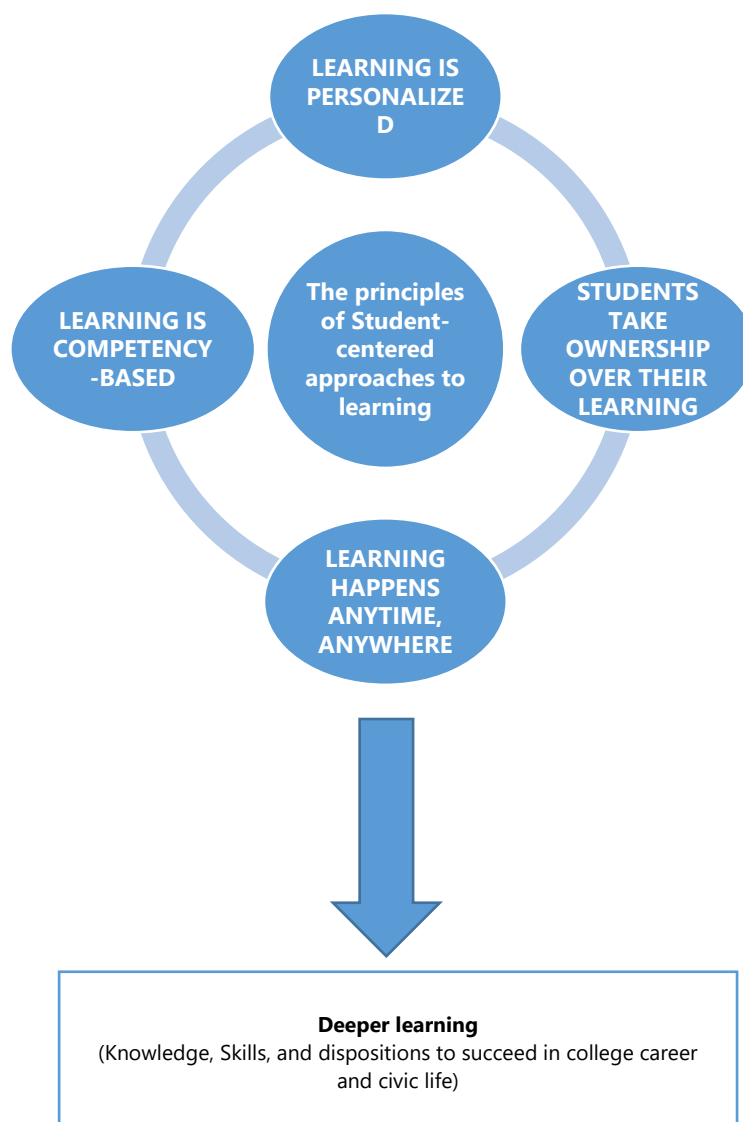
Suresh and Rajest (2019) argue that in this mode of instruction, the students are the key participants and learning is fully concentrated on them. A Similar view is shared by other scholars, who also believe that the learning process is designed in a way

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to consider the students' needs (Iiyoshi et al., 2005 cited in Shofer, 2020). Moreover, Zohrabi, et al. (2012) also consider that students' activities are the primary indicators in the learning process, where their needs and interests are met. Kaput (2018) points out that personalized learning is the main characteristics of student-centered approach, as not only the interests and needs are taken into account, but also learning styles, personal challenges and cultural identities.

According to Shofer (2020), student-centered learning is characterized by the emphasis on students being active in their own learning process through constructing knowledge, "gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving" (p.17). In light of this, Lea, Stephenson, and Troy (2003) also suggest the summary of the common understanding of the concept based on a number of definitions. Active learning, taking ownership, and being autonomous learner are commonly perceived elements to understand the essence of student-centered learning.

Consequently, these are some fundamental characteristics of student-centered learning. The following diagram illustrates the four principles of student-centered learning:



Sources: (Kaput, 2018; Glowa & Goodell, 2016). Students at the Center Hub, n.d).

Based on this diagram, it can be seen that these are the main tenets of student-centered learning, which lead to deeper learning. Learning is personalized refers to the idea that the students' interests, needs, learning pace, style are considered and the learning process is designed in a way to benefit all kinds of learners. One more important component to take into account is to give students a chance to take ownership over their learning. This refers to encouraging them to work cooperatively, making choices about their own learning and reflecting on their learning. It is vital to give an opportunity to students to learn anytime and anywhere. This concept means that the learning is not restricted to the classroom. Their learning can take place outside a traditional classroom. These types of opportunities stimulate the students to work as autonomous learners. Additionally, when the learning is competency-based, the students know what are expected from them and once they achieve the outcomes through demonstrating their knowledge and skills, they move ahead and advance in their education.

Consequently, the concept refers to giving students active roles, while teachers act as the facilitators rather than instructors. The role of the teacher is only a guide, who can direct students' learning process, this is the reason why this approach is perceived to be a reflexive to the teaching and learning processes (Lea, et al., 2003). Weimer (2002) also shares the similar view and perceives that the role of the teachers are no longer sage on the stage, they are expected to be guides on the side. Accordingly, learners are not passive recipients of knowledge, but they are actively engaged in the knowledge construction process through gathering the information, synthesizing and later integrating it with the skills (Attard, Di Ioio, Geven & Santa, 2010; Jony, 2016; Somani & Rizvi, 2018).

How does a student-centered classroom environment look like?

A set of pedagogical methods and techniques can be combined to facilitate managing process of student-oriented classroom environment. In order to ensure having student-centered learning classroom climate, the educations are expected to apply diverse approaches. A paradigm shift in teaching requires facilitating students' self-learning and self-exploration. Considering the common understanding of student-oriented classroom environment, the learners are not passive recipients of instruction, they are engaged in the creation process of their own knowledge. Therefore, the role of the instructor is to assist the learners in constructing their own knowledge.

This paper has developed a model to describe what key instructional indicators should look like and sound like when planning and creating student-centered classroom environment.

Table 1: Indicators of student-centered learning

Indicators	Performance Descriptors
Active learning: Lesson structure and Pacing	<ul style="list-style-type: none"> Limited teacher talk Throughout the lesson, students ask and answer the questions Wait time (3-5 seconds) is consistently provided by the teacher The students share knowledge, strategies, and reflections with each other The teacher corrects students' mistakes positively and tactfully
Activities and materials: Real-world relevant	<ul style="list-style-type: none"> The students solve real-world problems The activities used permit to achieve lesson objectives The activities are appropriately challenging The activities sustain students' attention

	<ul style="list-style-type: none"> • The activities elicit thinking • The activities induce student curiosity • Activities are enjoyable and creative
Student ownership and Agency: Student voice and choice	<ul style="list-style-type: none"> • Teachers serve as facilitators • The students make materials, activities and assessment formats choices • The students have autonomous assignments and set their goals for those assignments • The teacher connects what students are learning to their experiences, observations, feelings, or situations significant in their daily lives
Feedback: Formative assessment	<ul style="list-style-type: none"> • Teacher gave feedback during guided practice and homework review • The teacher emphasizes each student's progress • Students' feedback is asked for • The teacher provides feedback on student assignments without assigning a formal grade
Collaborative learning	<ul style="list-style-type: none"> • The students engage in pairs, in small groups and whole-class to explore the problem • All students in groups behave according to the given/chosen roles, responsibilities, and group work expectations • The students monitor their own progress • Peer learning and peer assessment are parts of learning process

Adapted from National Institute for Excellence in Teaching (NIET) (2021); Kaput (2018), Rooms to Discover (n.d.), Merckx (2015)

Conclusion

Teacher-centered instruction has been exploited for ages and only in the last several years, the teachers have started to break out some suppressing factors and began to reimagine their classrooms, in order to promote student-driven learning environment. Student-centered learning emerged a long time ago, but its practical application took time, since the implementation of the concept can be institutionally bound requiring modifications and adjustments while applying in the classroom. There are various ways of making classroom environment student-centered one. Some core aspects of student-centered learning are incorporating active learning components, enabling students to take ownership of their own learning, encouraging cooperative learning and the activities, which can be real-world relevant. The educations need to start transforming their classrooms from teacher-centered to student-centered. Undoubtedly, it requires much more organization and management. The key questions what should be addressed by all teachers are: Do the students have control over what they learn and how they learn? Are students actively engaged? Are they learning to solve problems? Are they collaborating? Are they reflecting on their learning? Are they learning to ask questions?, etc. If answers to all these questions are positive, it could be said that students are leading the classroom, and are no longer passive recipients of the information.

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Building Bridges between Vocation and Higher Education**John C. Pijanowski*****Abstract**

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

Keywords: higher education, collaborative programs, graduate employment

"I cannot teach a person I do not know well" - My first education professor at Brown University was Ted Sizer who said that in the first education lecture I ever attended, and I heard him repeat that sentence dozens of times. "I cannot teach a person I do not know well."

Gloria Ladson-Billings wrote a book that reshaped conversations in the field of education about how we teach children of color. It was titled *The Dreamkeepers* and it attempted to understand and explain dramatic teaching success stories. She writes that the most compelling commonality among these teachers was that each of them could point to a transformative moment in their histories that forced them to reassess the way they did their work - indeed it forced them to look at, and think about their students differently. They believed their work was a mix of pedagogical expertise, experience, and artistry, not simply a technical task that could be accomplished in a recipe-like fashion.

My charge today was to offer my take on the future of building a bridge between vocation and higher education, and you may be wondering what the phrase, "I cannot teach a person I do not know well" and the stories of dreamkeepers has to do with the what lies ahead for us as educators post pandemic - and my response is "not everything, but absolutely the most important things."

First let's take a more traditional futurist look at what we can expect in higher education by looking at our most recent history and the trends that have created the waves we are currently riding into our future.

What is changing over the next ten years?

1. Any look at the future of education must start, I think, by discussing the demographic dip (sometimes called the enrollment trough) in the number of students entering higher education. Caused by a decline in birth rates that began in 2008 in the United States and has continued to decline to historic lows in 2019 (Hartnett & Gemmill, 2020). College enrollments have declined for the 9th consecutive year (Causey et al., 2020). In Georgia a similar trend occurred earlier - peaking in 2001-2003 which is the generation that is currently college age (The World Bank, 2021). Most accounts put

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the enrollment dip at around 15% fewer students nationally and those forecasts are considerably worse in different parts of the world.

- a. One outcome of this decline in enrollment will be quite simply that some colleges will close. In America alone in the 5 years leading up to the pandemic “about half a million students have been displaced by college closures, which together shuttered more than 1,200 campuses” (Vasquez & Bauman, 2019). In most cases these are trade schools or vocational college bridge schools. The pandemic has accelerated the closing of many colleges that were operating on the brink of survival going into 2020. In India for example 179 professional and technical colleges closed in 2020-21 alone (179 professional colleges ..., 2020). Headlines like “The Higher Education Apocalypse” atop a recent US News report on college closings have included predictions by some that as many as half of colleges in America will go bankrupt in the next ten years (Slaby/Luceo, 2019). While I believe that is overly pessimistic by a good measure I do believe that small liberal arts colleges, regional colleges that serve populations that are experiencing birth rates decreasing at even more dramatic rates than the national average, and some larger universities that are already struggling financially due to relatively rapid reductions in public funding and dense market pressures - meaning they are in areas with multiple healthy competitors - are particularly in danger of being forced to consolidate, reduce, or in the most extreme cases - shut their doors.
- b. It is worth noting that this same era of dramatic enrollment decline is accompanied by incredible success stories at the K-12 level in addressing the achievement gap (WBUR, 2020). However, the increased rates in college readiness among minority students will not come close to making up the overall decline in college enrollment. This means that universities will feel increased incentives to recruit diverse students and make colleges accessible to individuals who have historically been underrepresented in higher education.
- c. One way to address enrollment declines is to expand the way we can offer education at a distance. We are beginning to experience vast investments in online education among other large “big brand” universities. Online course enrollments continue their steady increase and now over 1/3 of all college students in America are taking online classes (Ginder, Kelly-Reid, & Mann, 2019). Those institutions that benefited from being first to market will find that the investment in developing online programming from what I call “big brand” institutions like my home university and our peer institutions will make it increasingly difficult to recruit online students.
- d. We will also see increased pressure to demonstrate that students are progressing and graduating and that higher education is affordable for students. As a community we will be forced to examine with renewed vigor what sort of debt students are accruing and whether they are learning what employers need them to learn.
- e. And finally on this broader point of how colleges respond to enrollment changes is the increased expectations from students for student services, including mental health services, robust multimedia driven online course options, and a wide range of ways colleges position themselves to offer value to the entire student experience. This is particularly true for online education where students will have more options at similar price points and similarly powerful brand name institutions which will allow them to be more selective. If location, brand, and cost are not driving student decisions then they will look solely to the quality of the product (as they define it) to determine where they spend their tuition dollars.

All of that said, one of the most difficult things for a person or an organization to do is to put aside their own success and be willing to challenge the assumptions they have about what works. The institutions that thrive over the next 20 years, will be those that are not afraid to reinvent themselves, even in the face of modest success.

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Universities are not known as particularly nimble organizations. But educational institutions do not cling to the old ways of doing business because they cannot change, they often do so because they are immune to change. These ways of doing business that have shown immunities to change include the three credit hour system, siloing faculty - making co-teaching and true transdisciplinary teaching difficult and rare, and a dogged attachment to traditional teaching tools and techniques.

But there are cracks in the foundation of tradition that are giving rise to new ways of doing business and to some extent these old ways of organizing higher education *must* change to improve the value proposition we are offering to students.

So, if we were to dramatically rethink how we do business, what would that look like?

1. Increasingly there are ways in which education can happen outside of the classroom, in the wild - and in doing so we cultivate a way of more intimately knowing the social and economic problems we are striving to solve in the communities we most closely serve.
2. We live in an incredibly exciting time for unlocking the science of how people learn. Where we are challenged is in how we make sense of this emerging science of teaching and learning and disseminate it to faculty in ways they can make use of it.
3. Technology is reaching a tipping point where it is moving beyond being poor substitutes for the "real" experience, and in some cases becoming an opportunity to offer value added beyond what real world experience could offer.

This science of teaching and learning, technology, and rapid advancements in our ability to systematically identify student needs and serve them is important and interesting. But I would argue it is neither the most interesting nor the most important part of our future as teachers.

Most futurists focus on major organizational shifts or system pressures (like the demographic changes I shared with you today) but among the many ways higher education has remained immune to change some work to our advantage - like the space they create to preserve academic freedom - the space where we all live - what will we do with that space? How will we be grassroots leaders shaping the future of education?

There are all sorts of ways that people can access information and those are evolving daily. But teaching is more than that. It is both science and art all at once. The future of teaching is not out there solely being conceived in some distant boardroom, it is not just cutting-edge technology, it is not some unstoppable force of a changing world that will sweep us all into a new way of doing business whether we want it or not (even though we will likely experience all of those things).

Among the most promising examples of building bridges between vocational and traditional higher education are college programs that actively engage both K-12 schools and industry experts to create pathways for students that include both work readiness skills, certifications, and progress towards a degree in higher education. In one such example we were able to help students complete as much as two full years of college while still in high school with an emphasis on mentored field experiences and preparation to serve in a variety of technical and medical fields immediately. The pathways were driven by market analyses conducted working with regional human resource professionals, designed in cooperation with the industry experts they would be working with after graduation, and offered through a partnership of K-12 teachers and university faculty. In the end graduates were not only prepared for the workforce, but also had accomplished a step along the path of a college degree - a degree that in many cases would ultimately be necessary if they ever wanted to advance beyond their entry position. In our experience those first steps of success on a college transcript, even if it was just one course, were critical in determining whether someone would feel confident and motivated to re-engage in advancing their education later in their career. The key to the success of programs like this is communication and relationships. Partnerships that build pathways to work and college must be constantly adjusted

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and informed with input from each stakeholder and that means colleges must listen and adapt each year to changes in the market and the needs of the students.

One of the best examples of these sorts of partnerships brought together industry, government seed funding, and faculty to design new programs. In response to a \$10 million grant from the state of New York my team partnered with Cornell University to establish a workforce development and training program to accompany their research on applications of nanobiotechnology. We identified workforce trends and assisted manufacturing lines retooling their workforce to deliver nanobiotechnology products (Brand, 2001). In the end we created an alliance where the state, researchers, workforce trainers, and private companies were all working together.

The future of education is in this virtual room and just like the grassroots movements that worked in parallel with vanguard leaders of every great social, political, and cultural revolution - you will shape the future of teaching on your campuses and beyond. Your art is your own.

As market pressures increase, higher education institutions will turn to leaner delivery models and technology to expand their reach and enhance their efficiency. Colleges may not play a role in every path to a vocation, but it most certainly will continue to be an important part - especially for those who wish to advance their careers beyond their entry level positions. Perhaps the defining feature of the 21st century economy is how quickly it is changing, and how desperately it needs a workforce that can adapt to those changes. How will colleges meet that challenge?

I would argue that Ted Sizer gave us that answer 30 years ago: "I cannot teach a person I do not know well"

I have been an educator of children and adults of every age from 2 to supervising post-doctoral students and every step in-between. A teacher, elementary school principal, college dean, basketball coach, and now a professor. I have dedicated nearly three decades to teaching and if my career ended today the enduring memories I would take with me are the people that helped me and the people I helped.

These moments are "drops of water, falling into a pond creating ripples spreading out in all directions, having an effect which can neither be controlled nor predicted. So it is with the effect of outstanding teaching on our students (University of Arkansas, 2021)."

What these stories have in common is not educational technology, new techniques, or pedagogical innovations - which is telling because I care deeply about all of those things. To me these stories reveal the humanity that is at the core of what we do - the ways we connect with other people. The external pressures on higher education to change may seem to push us towards using methods that distance us from our students, but I would argue that however we proceed, we must center our relationships with each other, not replace them. Overcoming obstacles to higher learning, developing the skills to do a new job, pushing ourselves to grow and adapt are intimate leaps of faith that are done best when experts and novices are working side by side - when we know each other.

Asked to speak about the future of education I offer that in many ways we stand at a crossroads, and there are multiple possible futures that lay before us - which future will WE manifest as the future of teaching on our campuses and beyond?

We will be challenged in the days to come because there are possible solutions to the market pressures ahead that would compromise our ability to build these relationships in order to create more efficient ways of recruiting, managing, and graduating students. The larger our classes, the more we put distance between ourselves and our students - then the harder it is to know our students well. Our charge is to continue finding new ways, new tools to use that bridge those divides. We must adapt to whatever our new reality becomes.

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It may seem that I have painted a grim picture of the future and I don't mean to - that is not how I feel about our future. Change is coming, but I still maintain that the future of our profession is bright because you are the dream keepers, you are the difference makers, you are the helpers that inspire, motivate, and challenge — the future of education is not something that is going to happen to us. It is in the hearts and hands of the people in this virtual room. Thank you.

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

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Abstract

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

Key Words: *E-reading, eBooks, E-reading in EFL, Electronic books.*

Introduction

Reading is a language skill that improves readers' intellectual awareness. At every level, learners are required to develop their reading skills in order to be successful in their studies. Without the knowledge of reading students remain illiterate and are not able to develop language skills, so it definitely has a negative effect on students' education. When adequate reading culture is developed in students, they become more confident and their performance is improved as well (Opara & Anigbogu, 2016).

In the last years, technology has remarkably advanced and brought significant changes in English language teaching. According to Mohammed (2015), technology integration in EFL (English as a Foreign Language) is commonly accepted and has undoubtedly improved teaching and learning process. In the 21st century, digital tools have become inevitable in English Language Learning and have given rise to more innovative language teaching methods. Tabari and Tabari (2014) claim that technology gives us unlimited amount of resources and makes the learning process more motivational and stimulating for learners. Technology gives us endless tools, new strategies and methods so teachers are required to choose the most appropriate resources to achieve their learning objectives and purposes.

E-reading provides unlimited opportunities and availability of materials online. Students have access to eBooks any time they need. E-reading does not only develop students' reading skills, but also fosters learners' interest and motivation in reading in general.

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Integration of electronic books in teaching reading is absolutely necessary nowadays as students are growing in an increasingly technological world. Most learners are surrounded by technology and can't even imagine life without the Internet access. Therefore, it's vital for educators to follow contemporary methods of teaching to support students. Students who are addicted to technology may be more likely to be engaged in reading eBooks that are presented in digital formats. Except of this, with the help of electronic books learners will become more familiar with technology and acquire valuable 21st century skills that will help them in their future lives (Melinis, 2011).

Electronic Books as a Scaffolding in EFL Class

With the help of technology teacher-centered methods have changed into more student-centered approaches. Technology-mediated learning encourages students to foster their success in reading. (Cutter, 2015). Compared to traditional methodologies, digital learning offers many opportunities to language learners. Implementation of technology in EFL class increases students' motivation and interest. Students prefer working and reading in digital applications rather than in textbooks (ibid.). Hoven (1999) highlights that technology offers more engaging resources and undoubtedly provide learners with tremendous opportunities to become more autonomous learners. Modern devices give students the sense of freedom and encouragement so with the help of technology students become more motivated, active and involved in knowledge acquisition process (Ilter, 2009).

Today's generation is being raised in a digital world and children are more inclined to use multiple forms of technology on a regular basis. (Ihmeideh, 2014). Dundar and Akcayir (2012) claim that children prefer reading and learning through digital tools. One of the generally accepted and resourceful tools that children have access to in education is the electronic book (eBook). Ihmeideh (2014) defines that an "eBook is a text converted into digital form, (can be viewed on a computer or an electronic reading device) a book in a computer file format, or an electronic file of words and images" (p. 41).

eBooks incorporate different kinds of animations, narration, visual displays, built-in dictionaries and different sounds (Reid, 2016). If an electronic book reads the story, each word is brightened and highlighted. This feature helps language learners to pay very close attention to each word and improves their reading skills (de Jong & Bus, 2002). In addition to this, eBooks encourage fluency, the narration tool demonstrates proper pronunciation, intonation, reading speed, phrasing and serves as a model for students (Moody, Justice, & Cabell, 2010). Students can easily imitate what they hear to read fluently. Moreover, children can activate built-in dictionary that provides learners with the meaning, synonym and pronunciation of each word (ibid.). In some eBooks animations and pictures are related to the text, by clicking on them, words for pictures are produced and read in bold letters (de Jong & Bus, 2002). Because of all these modern features eBooks have become one of the favourite digital tools for students.

According to different studies (Ertem, 2010; Pearman, 2008; Grimshaw, Dungworth, McKnight, & Morris, 2007; Verhallen, Bus, & de Jong, 2006; Doty, Popplewell, & Byers, 2001), electronic books have positive effect on students' reading comprehension. Comprehension is crucial for readers because if readers do not understand the idea of the text, their reading is pointless and does not serve any significant purpose (Ertem, 2010). With the help of eBooks students improve their comprehension as digital features can easily stimulate readers to better understand the text.

Except of this, readers are engaged to be involved in e-reading as eBooks provide students with different powerful features such as quick navigation, key word searches, note taking and links of related information. eBooks definitely offer a convenient system and pleasant reading experience to learners (Yoon, 2013). With the help of all these features students easily understand the message the author tries to convey. Electronic books also offer additional features such as comprehension quizzes and self-monitoring questions in order to ensure that students are on the right track while reading long texts (Oakley & Jay, 2008).

Reading through digital applications seems to be appealing to today's generation, they find eBooks modern, unique and more attractive as they are eager to try out various digital options while reading and become more and more interested in the reading

process. Students' interest can also be increased when they are granted with an opportunity to read an eBook which is relevant to their level and interests (Larson, 2010). eBooks enable language learners to become involved in reading, to increase motivation, interest and a desire for further reading (Yoon, 2013). Reading eBooks undoubtedly increases enthusiasm for reading and significantly improves students' reading achievement, comprehension, vocabulary and attitude toward reading all which are vital in order for students to become successful and enthusiastic readers.

With its essential tools and features electronic books can scaffold literacy learning and make the reading process easier for struggling readers as well, technology-assisted reading is easier for them as they can independently read texts, listen to correct pronunciation and find any word in built-in dictionaries so they no longer need assistance (Moody, Justice, & Cabell, 2010). The stress free environment that electronic texts provide makes students more involved in reading.

The digital features of eBooks develop the context of the story for the reader. With the help of eye-catching animations and pictures, sound effects and movements, students can visualize the setting of the story and experience the events together with the characters (Verhallen, Bus, & de Jong, 2006). The animated images make the electronic books more memorable for students and create unforgettable experience for them.

Ciampa (2012) argues that "a major step in preventing early reading difficulties and reducing this gap is to ensure early reading interventions that emphasize motivation for reading" (p. 93). Interaction between the reader and the book must be enjoyable. The reading process must be pleasant for readers, if reading becomes a negative routine, the child may lose motivation and interest in reading. Electronic books can be used as a primary tool, integrated with effective learning strategies that make a child enthusiastic reader in the 21st century.

Drawbacks of E-reading

eBooks may be disadvantageous for students' reading abilities. Dundar and Akcayir (2012) state that "the brightness of a monitor negatively affects brain activities, thereby reducing efficiency" all result in serious eye fatigue (p. 442). Except of this, children can only focus on a screen for a short period of time as the brightness of the screen causes irritation of their eyes, so reading from the screen may be tiring for students. (Dundar & Akcayir, 2012; Sackstein, Spark, & Jenkins, 2015).

Despite the fact that technology and its impact on reading are significantly positive, educators need to be very careful about the frequency they use digital tools in EFL class so as not to increase a negative influence on students and not to provoke them to completely lose connections with the real world around them. Students as digital natives are surrounded with technological devices regularly so educators must not cause their addiction to technology (Reid, 2016).

Controlling of the class is another problem while using eBooks in teaching reading skills. Students may become excited while experiencing different features of electronic books which may cause problems in terms of the class control. Besides, students might be distracted by different elements on the internet or multimodal digital features (animations, sounds etc.) included in electronic books (Dundar & Akcayir, 2012). Some students may not understand a real educational value of an electronic book and may perceive an eBook as a game because of animations or different sounds, so instead of reading, students may miss the message of the text (de Jong & Bus, 2003).

Reading from the screen may not be very desirable for EFL learners. Students may find it difficult to get through a text. Except of this, visual of the text is totally different so it may also cause a reader to get lost while reading in an unfamiliar landscape, at the same time, scrolling is much more confusing for some students than turning pages (Wästlund, 2007). Reading from the book is completely different compared to reading from the screen. While reading a printed book the brain performs "linear reading" (moving straight across the page, line by line) (Waite, 2015). Linear reading is the basis of deep reading (the feeling a person gets

when they are completely absorbed in a text), because students may completely concentrate on the text. However, “non-linear reading” may be difficult for students, as they may find it harder to focus on the text (ibid.).

Electronic books should be carefully and closely examined by all EFL teachers in order to determine how supportive or unsupportive they are for learners’ reading comprehension and reading experience. High quality, carefully selected electronic books are undoubtedly engaging and interesting for readers, additionally, eBooks serve as scaffolding for students’ reading skills and significantly improve their reading experience.

Major impediments to eBooks

Integration of technology into EFL class is essential for learners, however, the process frequently has several impediments. The lack of technology investment in most private or public schools is the most important barrier that teachers face when they have a desire for the adoption of technology in their classrooms. Teachers may want to use technology-assisted teaching but schools are not sufficiently equipped. Some schools have limited Internet access which is one of the major impediments to technology in EFL class (Gilakjani, Sabouri, & Zabihniaemran, 2015).

According to Mohammed (2015), many teachers are not competent enough to use technology effectively in the classroom, so lack of knowledge may also be a problem. Teachers have serious difficulties in efficient use of technology. Gilakjani, Sabouri, and Zabihniaemran (2015) explain that “negative attitudes and beliefs have a great impact on EFL teachers not to use technology in their classrooms” (p. 216). Teachers’ negative attitude may be the result of a lack of confidence because of insufficient competence, deficient trainings or even a lack of facilities in the classroom (Tabari & Tabari, 2014). Mollaei and Riasati (2013) add one of the major barriers of using technology in EFL classrooms. According to them, “a lack of vision of technologies potential for improving teaching and learning and a lack of time to experiment” (p.19)

Teachers’ insufficient experience in using technology, lack of trainings and technology investment, limited internet access and negative attitude towards digital tools negatively affect the technology integration process into EFL classrooms. As a result, schools decline the use of digital tools and don’t integrate these contemporary resources into EFL lessons. These are the factors that impede the benefits of technology integration into EFL teaching.

Conclusion

Reading is a skill the majority of children lack interest in. Because of the decreasing interest in reading through traditional books and growing popularity of computers and digital tools, electronic books are becoming more and more essential to the growing number of EFL learners nowadays. 21st century generation positively responds to eBooks so they are reasonable resources to integrate into EFL reading lessons. Since today’s learners are growing up in an increasingly technological world and are exposed to multiple forms of technology, it should certainly be utilized in the field of education to support the reading process. Using electronic texts will assist students to develop their reading, increase motivation and engagement, it will also help reluctant and struggling readers to develop a love of reading.

Electronic books significantly improve students’ reading skills through unforgettable visual images and supportive tools which help them to better understand and comprehend texts and learn new vocabulary. These supportive features are beneficial in order to attract students’ attention.

Giving students possibility to use eBooks, choose the story or text according to their interests, use the built-in dictionaries, narrative reading features, etc., will make students more enthusiastic readers and give them the motivation for further reading.

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The electronic book is a digital tool that all teachers should implement into their classrooms for all types of learners. With its multiple features an electronic book or eBook, may enhance students' understanding.

Electronic texts provide a number of advantages that enhance students' reading experience, for this reason, electronic books can be used as a scaffold to support students' reading. 21st century teachers should be familiar with the concepts of multimodality and support e-reading in EFL classroom, however electronic books should be carefully selected by educators as some of the texts may have unsupportive features and hinder students' reading process. Teachers should also supervise students while using electronic books and give them explicit directions until they become proficient in reading them appropriately.

eBooks have distinct benefits over traditional books and are actually preferred for a number of significant reasons, although nobody is considering that eBooks will substitute all the paper books in the near future, it's inevitable that they will undoubtedly be preferred by increasing number of young learners every day.

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Active Listening Through Critical Thinking

Irma Rusadze*

Abstract

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

Key Words: active listening, listening techniques, verbal and non-verbal communication, critical thinking, active listener, critical thinker

Introduction

Listening is the most fundamental component of communication skills (Allen & Valette, 1972). Listening is not something that just happens, it is an active process in which a right decision is made to listen to and understand the messages of the speaker, because when a person speaks and the other person cannot understand it may cause misunderstanding. Listening allows a person to understand people when they talk. Why do we listen? We listen to obtain information and to understand, to learn or just for enjoyment. The way of improving foreign language listening skills is to practice 'active listening'. Like any skill, a learner has to work at it. Active listening is listening completely. It means that a learner should be fully concentrated on what is being said and most importantly, a learner should try to understand the complete message being sent. Active listening involves not only the non-verbal messages, but it also involves verbal communication. The listener responds to what somebody just said and does it by reflecting back what s/he just heard. So, a learner listens, thinks and tries to ask questions. Accordingly, this process involves critical thinking. It is obvious, that critical thinking is tightly linked to active listening. As critical thinking is asking questions, understanding discourse, it goes without saying, that after listening learners should think clearly and analyze what they just heard. It should be mentioned that critical thinking is a skill that allows a learner to make logical connections between the ideas Active listening together with critical thinking will improve not only a learner's productivity, but also his/her ability to communicate.

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The importance of being an active listener and a critical thinker

We all agree that both active listening and critical thinking are skills. In order to learn and understand the language it is very important to have these skills. Like any skill, a learner has to work at them. To master them a learner has to practice much. It is very difficult to listen and understand the second language perfectly, but if a learner is very good at listening it is much easier for him/her to learn the language. And if a learner is an active listener and a critical thinker learning the language will definitely be much easier. What is active listening? Active listening is a communication technique that is used in psychological counseling, conflict resolution and education, in particular, language teaching. It requires that the listener fully concentrates, understands, responds and then remembers what is being said (Colman, 2006). It is the act of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation or speech. Active listening is one of the most difficult skills to acquire. It is a way of responding to spoken English in an interactive dialogue situation. Active listening is our access to understanding and if a learner understands what s/he just heard, s/he will be able to think clearly, evaluate, summarize and ask appropriate questions. Without critical thinking this process will be bored and unproductive. Teachers should design various steps to help the learners acquire the specific critical thinking skills. What happens when a person speaks and no one listens and responds. Is that really communication? Of course, not. Let us take the acronym R.A.S.A:

R-----receive

A----appreciate

S-----summarize

A----ask

So, while listening a learner receives information which means pay attention to the person, then s/he appreciates it by making little noises like 'hmm', 'oh', 'ok', summarizes all and uses the word 'so' which is very important in communication and last, asks questions. To make this whole process successful a learner should have a critical thinking skill and should be a critical thinker as well.

It takes a lot of concentration and determination to become an active listener and a critical thinker. It takes time, practice and patience How to manage to be both of them? Learners should know some techniques that help them become an active listener and a critical thinker. These techniques can help them ensure that they hear the other person, and that they can respond and make logical connections between the ideas. So, it is very important to be an active listener and a critical thinker at the same time. Teachers have a great role in achieving all this. They should lead the learners to this goal by correctly chosen audio materials which enable the learners have corresponding comprehensive questions which will prove that they understand what they just heard. While listening to native speakers or some news or TV shows a learner might have the following listening problems; 1. Native speakers speak quietly, 2. Native speakers speak quickly, 3. There is music or other things in the background, 4. The audio quality is not very good and if a person is not an active listener s/he will not be able to understand the messages of a speaker and yet s/he will not be able to analyze and evaluate the matter. When something blocks the flow of ideas, the conversation comes to an end.

Some basic tips of problem solving

There are 2 main reasons why a learner does not understand what someone is saying. First one is not knowing the words or grammar it means that a learner should know the language in order to understand people when they use it. It might be idioms or some sayings or specific vocabulary. So, in order to understand people a learner should improve his/her vocabulary. Consequently, if a learner has a good vocabulary it will be easier for him/her to accumulate the information and ask appropriate

questions. The 3 whys activity is very useful to achieve this goal. A learner listens to an audio material on a certain topic and then a teacher asks these 3 questions 1. Why might this topic (question) matter to him/her? 2. Why might it matter to people around him/her? (family, friends) 3. Why might it matter to the world? By answering these questions a learner tries to use the language related to the topic and accordingly, tries to think about the logical connections of ideas and then, s/he puts the right questions. This makes a learner be an active listener and a critical thinker as well. The second reason is not because of vocabulary but just a learner cannot comprehend what that person is saying If a learner saw a sentence written down s/he would understand it , but when a person is saying it , s/he is saying it in a way a learner cannot understand, cannot comprehend what they are saying. It is because speakers use relaxed pronunciation and linking the words together. It also might be an accent, so they use different sounds and even a learner is not used to it. But with active listening skills a learner will be able to understand people when they speak. And yet, the main tip in active listening is choosing the audio. While selecting it 3 main things should be taken into consideration. Teacher ought to find something enjoyable, something specific to a learner and something comprehensible .When a learner enjoys what s/he is listening, s/he will listen more and s/he will listen actively and attentively, then a learner should listen to a specific audio related to the topic s/he is going to study and last, the most important is to find something comprehensible, because a learner can understand the general meaning what is happening. It is very essential to focus on meaning rather than form. According to hypothesis by Stephen Krashen where he says 'Acquisition requires meaningful interaction in the target language , during which the acquirer is focused on meaning rather than form' It means that a learner does not pay much attention to grammar forms, vocabulary, but s/he tries to understand the general meaning and again with active listening a learner understands much listening and therefore, a learner thinks much clearly and logically.

Conclusion

To sum up, active listening and critical thinking are the skills teachers should teach at school. As adults together with these skills will be able to move to a specific field where everyone is consciously listening all the time.

Active listening through critical thinking is not only to listen to the story and understand, it is also helps learners evaluate and improve their creativity. It means being aware of dealing with messages and thoughts quickly and effectively. Having these skills improve comprehension abilities. Active listening through critical thinking enhance language and presentation skills as well. The paper tends to prove that active listening through critical thinking has a great importance of learning the second language deeply and thoroughly.

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

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Abstract

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

Key words: *Needs assessment, Research support, Services design, Academic library*

1. Introduction

Information and communication technology has driven economic and social change over the past few decades that allows the public sector of many countries to develop economic and social management in order to comply with the change and to operate businesses sustainably. ICT creates a creative economy concept in the economic and social development of the country including creative industries as a strategy for corporate and business management. UNCTAD (2019) reported that the creative economy has generated more than US\$ 208 billion in global market value which doubles each decade. This shows that creative products and products are essential for driving the economy both nationally and globally (Office of Thai Trade and Economy, 2019). In the concept of creative economy, the development of products or services in accordance with the constantly changing social and technological conditions requires the use of research principles that are a systematic and methodological process to find facts or phenomena. Research process must be reliable or scientifically rational to acquire knowledge and facts that discover and use the results in decision-making, problem-solving, new knowledge generation (Best, 1981).

According to the SCImago Journal & Country Rank survey, 2019, the number one country that published research and academic works was the United States, with 12,839,607 entries (22.83 percent) out of 240 countries. Thailand was ranked 44th with 199,226

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academic achievements (0.34 percent) and 9th in Asia out of 33 countries (Scimago Lab, 2020). Most of the research works are done by higher education institutions, as well as being a learning and research center for faculty and students and their main mission to support research. The research includes both research at each level of higher education as university staff and graduate students that breakthrough in knowledge and create innovations. Many universities focus on research by driving policy in teaching and learning which integrates research into courses as well as promotes the research works. Thus, the university library is an important information source for main supporting university research policy. The research support service is provided for proactively assisting faculty, researchers, and students in the research process from the beginning until finishing with advances in information technology. According to most of the research process is electronically called e-Science or e-Research which forces libraries to develop and invent new services to support user research effectively (Marlina & Purwandari, 2019).

The concept of service design arises around 1990, where many countries originally focus on manufacturing. The concept of service design arises around 1990, where many countries originally focus on the manufacturing economy resulting in production is important. Later found service is an integral part of creating economic value for a country, therefore economic policy has been transformed into service economies (Brown, Gustafsson, & Witell, 2009). Service design is unique in value creation with customers which brings design thinking concepts to help develop the form of works, services, and products that are able to generate maximum benefit. Service design is a user-centered design to create the greatest impression on customers. The IDEO (2015) is a global design consulting company which determined to design a service for libraries in three main steps: 1) Inspiration is about framing a design challenge and discovering new perspectives on the opportunity, 2) Ideation is about generating ideas and making them tangible, and 3) Iteration is about continual experimentation based on user feedback.

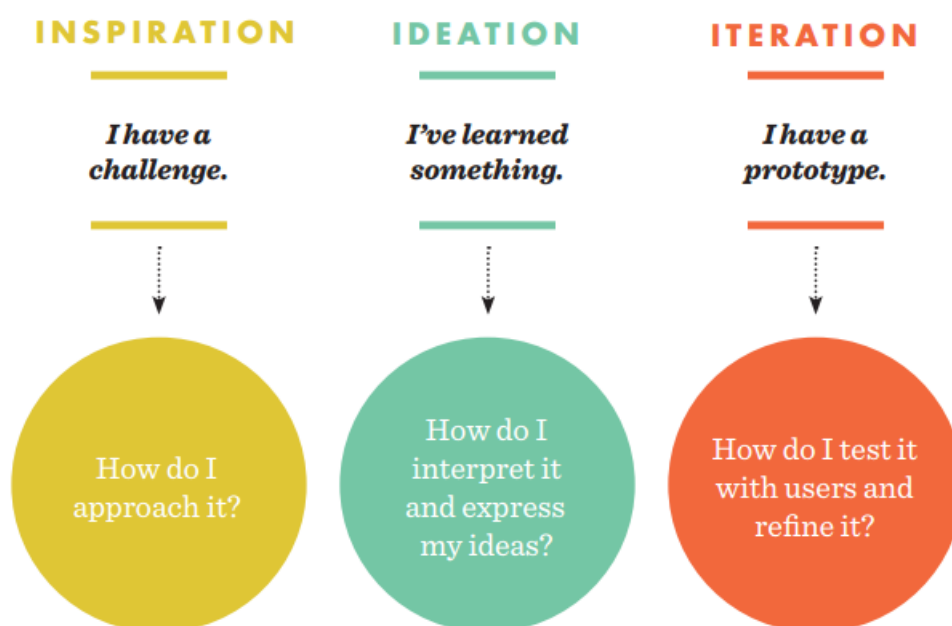


Fig. 1. The service design process from the design thinking concept (IDEO, 2015, p. 9)

Research is the process of finding facts in order to gain a new knowledge asset, both theoretical and practical, that offers academic value. It assists in decision-making, problem-solving, and innovation creating that causes economic and social value. University is a leading research institution while its library provides research support services. In addition, the university library has to modify the service to meet the researchers' needs and the technology advances. Research support services nowadays are challenged in many university libraries with more advances in technology. Therefore, the researchers have been interested in design a user-centric research support service by exploring the needs of the services that are truly in line with library users, such as faculty,

research staff, and graduate students, who have to do their research as academic achievements and graduation. The findings can be employed in the initial stage of IDEO's user-centric service design. This is consistent with the research promotion policy of many universities in both national and international aspects.

3. Methodology

Quantitative research is conducted. The 405 samples containing 310 graduate students, 86 faculty, and 9 research staff of public universities are purposely selected in the academic year 2020. The research instrument includes questionnaires evaluated by three experts for content validity of questions with IOC more than 0.50 and 30 try-out samplings with Cronbach's Alpha equaled 0.96. Since the Covid-19 pandemic, data are collected by both printed and online questionnaires from December 2020 till January from the top-eight research universities of Thailand with the assistance of academic librarians.

Data are statistically analyzed through arithmetic mean and standard deviation. After that uses the Modified Priority Needs Index (PNImodified) for assessing the needs. Needs assessment is to assess the essential needs based on the service needs of the library users in selected universities. The method was used to analyze the difference between the current condition (D) and the expected conditions (I) for the research support service of university libraries according to the PNImodified formulation of Wongwanich (2015). It was determined the necessity of the research support service by prioritizing the order of library users' needs.

4. Results and analysis

It is shown that 4 service aspects of needs are prioritized as follows: reference services (PNImodified = 0.23), training services (PNImodified = 0.17), facilities (PNImodified = 0.16), and circulation services (PNImodified = 0.14) respectively. The most needed items are funding source guide (PNImodified=0.31) following with paper writing (PNImodified = 0.27), copyright and patent guide (PNImodified =0.27), and international interlibrary loan (PNImodified = 0.27).

Table 1 Needs assessment of research support service of faculties, research staff, and graduate students (n = 405)

Research Support Service	I	D	(I-D)/D	Priority
1. Reference Services	4.04	3.27	0.23	(1)
1.1 Dissemination selected service (DSS)	4.07	3.41	0.19	7
1.2 Current awareness service	4.15	3.56	0.17	9
1.3 Project writing and research method guides	4.01	3.19	0.26	3
1.4 Subject specialist service	4.10	3.38	0.21	6
1.5 Funding source guide	3.92	3.00	0.31	1
1.6 Paper publishing guide	4.11	3.28	0.25	4
1.7 Copyright and patent guide	3.92	3.09	0.27	2
2. Training Services	4.15	3.52	0.17	(2)
2.1 Technique and tool for research discovery	4.20	3.71	0.13	13
2.2 Research information literacy	4.15	3.54	0.17	9
2.3 Plagiarism	4.21	3.67	0.15	11
2.4 Research information source	4.25	3.70	0.15	11
2.5 Project writing and research method	4.05	3.32	0.22	5
2.6 Paper writing	4.04	3.19	0.27	2
3. Facilities	4.16	3.56	0.16	(3)
3.1 Bibliographic management	4.20	3.76	0.12	14
3.2 Co-working and research space	4.32	3.62	0.19	7
3.3 Research networking	4.08	3.35	0.22	5
3.4 Research management program	4.14	3.50	0.18	8

Research Support Service	I	D	(I-D)/D	Priority
3.5 Plagiarism tool (Turnitin)	4.19	3.71	0.13	13
3.6 Research data management	4.17	3.55	0.17	9
3.7 Institutional repository: IR)	4.17	3.59	0.16	10
3.8 Bibliometric tools	4.07	3.44	0.18	8
4. Circulation Service	4.10	3.60	0.14	(4)
4.1 Interlibrary loan within university libraries	4.24	3.96	0.07	16
4.2 Domestic interlibrary loan	4.15	3.58	0.16	10
4.3 International interlibrary loan	3.87	3.04	0.27	2
4.4 Book delivery via postal	4.06	3.71	0.10	15
4.5 Book delivery via Internet	4.22	3.72	0.14	12

5. Discussion

Due to the university library, the research support tasks for faculty, research staff, and students should be in accordance with the users' needs. The research support service is rather new and required more creativity in order to keep abreast of changes in disciplines and research methods. The research process requires the relevant knowledge from quality information sources such as academic library through its resources and services. The reference services are the basic services provided in library that is simply personal assistance to library users seeking information and learning with human interaction, particularly in academic libraries where provide research assistance and guidance to the users (Downing, 2008). It can be considered the heart or core public services of the library by offering effective and high quality user-centered reference services to meet the users' needs (Kuruppu, 2007). The reference services for research support must be proactively and continuously assists the researchers from the first step until they publish their works or the end of research processes with the librarians' participation thorough the processes (Xie & Sun, 2015). The most need of users for research support service is the funding source guide because the research project takes much time and money to achieve the quality work. This finding is consistent with the works of Borrego and Anglada (2018), Haddow & Mamtara (2017), as well as Suptanon (2009).

6. Conclusion and Recommendations

The research results reveal that the library users need more cutting-edge services in the advice of research funding sources and other relevant. The results will be the topic to investigate the users' problems and requirements as the initial stage of service design in the next phase of this research project. The service design will be driven by the design mindset, trying to find elegant and innovative solutions through iterative cycles of research and development.

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The Influence of Online Learning on Student Academic Misconduct in Georgia**Jacob Reid*****ABSTRACT**

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

Key Words: *Georgia, Academic misconduct, Cheating, Plagiarism, Pandemic, Emergency remote teaching, Online learning*

INTRODUCTION

Cheating and academic dishonesty are nothing new (Stephens et al., 2021). Universities have dealt with it for centuries—sometimes resisting it, sometimes ignoring it, sometimes abetting it, and sometimes simply enduring it. But the recent, sudden transition to emergency remote teaching and online learning raises some new questions. Are students cheating more? Conducting teaching and assessment online certainly seems to lend itself to academic misconduct. Yet in what ways is cheating happening and what motivates it? Initial evidence seems to indicate that emergency remote teaching has led to a rise in academic dishonesty, including file sharing and contract cheating (Eaton, 2020). But perhaps professors have simply begun to notice behaviors that had been present before the pandemic forced many of us to move our classes online.

Academic Integrity in Georgia

This paper adds to the small but growing body of research on academic integrity and academic misconduct in Georgia (Bakradze et al., 2016; Doghonadze et al., 2018; Merkviladze, 2021; Poisson & Hallak, 2018; Schönfelder, 2019). Scholars studying higher education in Georgia have described widespread cheating and plagiarism as well as grade inflation (Bakradze et al., 2016; Poisson & Hallak, 2018, p. 10). Faculty and students believe plagiarism is “part of Georgian academic culture” (Bakradze et al., 2016, p. 43), and there is some confusion about what constitutes academic misconduct. For example, some Georgian students did not feel that

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sharing assignments that were intended to be completed individually constituted an ethical violation. This corresponds to attitudes in other southeastern European countries where sharing work is considered “a legitimate way for students to support peers, learn from each other and develop knowledge and skills” (Foltýnek et al., 2018, p. 11). Grimes (2004, p. 275) proposes that a “history of collectivism” may influence students from Post-soviet countries to value sharing information over individual performance. Findings from a comparative study of Ukrainian and US students suggested “large cultural differences in beliefs and behaviors related to cheating” (Stephens et al., 2010). However, these “large cultural differences” may exist side by side in Georgia. Bakradze and colleagues (2016) describe Georgia as a “hybrid” culture—simultaneously influenced by Soviet reverence for authority and Western ideals of individualism and independent thinking. Thus, there are two competing mentalities interacting in the universities.

The good news is plagiarism (and presumably other aspects of academic misconduct) have become more commonly discussed in Georgia in recent years (Doghonadze et al., 2018). However, attempts to combat plagiarism have often been superficial and haphazard (Bakradze et al., 2016). Article 10 of the Law of Georgia on Higher Education (2004) requires higher education institutions to develop codes of ethics and disciplinary procedures, but the document lacks a definition of academic integrity, plagiarism, or academic misconduct (Doghonadze et al., 2018). Universities are left to hash out for themselves what constitutes academic integrity and how to handle ethical violations. Formal university documents about academic misconduct are not always available, but those that can be accessed define academic integrity and outline strict punishments for plagiarizing (Bakradze et al., 2016). Because approaches to discipline are punitive rather than educative, they are rarely carried out. A dean is cited as saying that such punishments could not be carried out—otherwise 90% of their students would fail (Bakradze et al., 2016). In addition, wooden conceptions of plagiarism coupled with harsh consequences may unfairly target students and scholars writing in a second language (Doghonadze et al., 2018). Doghonadze and colleagues argue for a more nuanced and sophisticated approach to plagiarism that takes the realities of language skills and prior education into account. Recognizing that university-mandated punishments are unfeasible or inconvenient, professors either ignore academic misconduct or quietly develop their own processes for handling cheating (Bakradze et al., 2016). Research on cheating in Australia found similar issues—ignorance of academic integrity policies and faculty sometimes turning a blind eye to academic misconduct (Brimble, 2016, p. 366). Studies in the United States also found cheating to be on the rise (McCabe et al., 2001), and cross-cultural studies of Post-soviet countries found cheating to be common (Grimes, 2004). Bakradze and colleagues (2016, p. 43) conclude that although there is reasonably widespread acknowledgment in Georgia that academic misconduct is a problem, there is little collective will to stem the tide.

To reduce corruption risks and encourage academic integrity in Georgia, Poisson and Hallak (2018, p. 43) recommend widespread use of anti-plagiarism software as well as “public display of the university’s codes of conduct or chart of ethics.” Though this is a good start, it should be seen as a minimum. Codes of ethics can simply be a formality if they are not combined with a university culture of integrity (Brimble, 2016, p. 373). Schönfelder (2019) found that having Georgian students take an honesty oath based on the university’s academic integrity script had a small though statistically insignificant positive effect on honest reporting. However, the proximity of the examiner to the student had a stronger effect on honesty than the oath.

Research Questions

There is obviously an ongoing need in Georgian universities for deeper and more widespread culture change around the topic of academic integrity. However, the global pandemic has added a twist—online education. Though the first semester of teaching during the pandemic may rightly be labelled “emergency remote teaching,” we have now had three semesters to learn from our mistakes and transition to genuine “online learning,” which takes into consideration the capacities of the online modality (Hodges et al., 2020). Thoughtful online learning considers how students interact with the instructor, the content and each other (Hodges

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et al., 2020). Before the pandemic, Brimble (2016, p. 373) cited engagement with the campus community as a factor promoting academic integrity. But the reverse is also true. Disengagement, in this case because of the pandemic, can lead to more academic misconduct (Brimble, 2016; Hutton, 2006). As Georgian universities (hopefully) take steps toward a more coherent, consistent, and educative approach to academic integrity, it is helpful to take stock of where we stand after the past three semesters. In light of this, the following research questions guided this study. How do students describe the influence of distance education on academic misconduct? How do students describe their motivations for engaging in academic misconduct? What do students recommend to foster a culture of academic integrity among universities in Georgia?

METHODS

This study was primarily qualitative although both open-ended and closed-ended data were collected. A questionnaire containing both multiple-choice and open-ended questions about academic integrity was sent out to students at two private universities in Georgia. 172 students completed the form (77% Georgian and 13% international students). The questionnaire was created on Google Forms. The closed-ended questions about cheating behaviors and reasons for academic misconduct were derived from Brimble and Stevenson-Clarke (2005). Brimble (2016, p. 366) describes seven categories of motivation related to academic misconduct but adds that “the higher education landscape and academic culture are also key components.” Students’ open-response answers were analyzed using first and second cycle coding (Saldaña, 2016). Analytic memos were also written during the content analysis phase in order to begin synthesizing bits of data into higher level themes (Miles et al., 2014; Saldaña, 2016). Member checks (Creswell, 2014) via Zoom or email were conducted with some respondents in order to clarify answers and get a richer picture of the academic culture influencing students’ academic behaviors. Major themes that emerged from the open-ended response data were a typology of student responses to the perceived prevalence of cheating, pandemic-related academic issues, pandemic-related personal issues, and mixed views of academic integrity policies.

RESULTS

Analysis of the close-ended data revealed that students generally perceived that cheating has increased during the pandemic. Out of 111 students, 57% reported that cheating is occurring “more” or “much more” during the pandemic than before. (For this question, first-year university students were not included because they were not university students last academic year and therefore could not compare their experiences.) 34% believed that the cheating level is the same, and only 5% said cheating is occurring less frequently.

Students also self-reported more frequently engaging in each of the sixteen academic behaviors outlined by Brimble and Stevenson-Clarke (2005). For example, for the question “I used unauthorized materials during a test (notes, calculator, websites, etc.),” respondents reported more frequently doing so during the pandemic (figure 1).

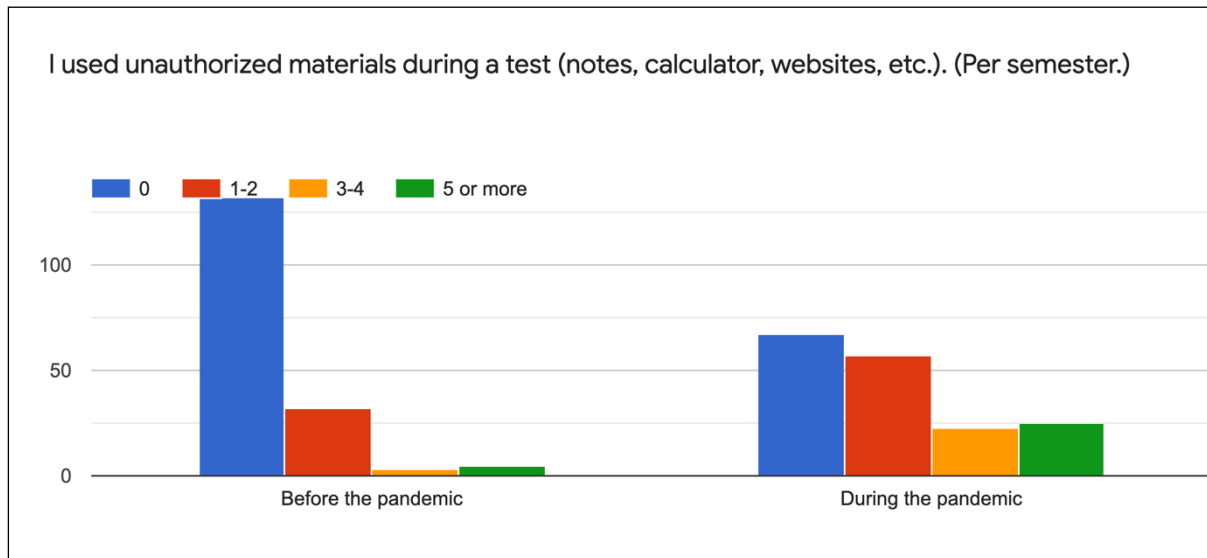


Figure 1: Sample closed-ended question about academic behaviors

The data from the closed-ended questions is supported by the qualitative data. A masters student felt that there might be “one student out of a thousand” who does not cheat during online studies. Another student said, “Cheating has become so easy; students don’t even try to complete the test by themselves without cheating.” Others seemed to enjoy the opportunities precipitated by the pandemic. One remarked, “Cheating became less stressful. LOL.” Another admitted that while she did not cheat before the pandemic, she can now “fall back on” unpermitted course materials when the need arises. She concludes, “Thanks, COVID!” In short, students believe that their peers are cheating more, and individuals self-report engaging more frequently in academic misconduct.

A Typology of Student Responses

There were five basic student responses to the pandemic and the perceived ease of cheating: strategic cheating, opportunistic cheating, free riding, competitive cheating, and resisting cheating.

Strategic cheaters rationalized that the pandemic has given them the opportunity to focus on the subjects they are really interested in. A public administration student commented, “Now I can cheat in subjects which I don’t need and spend my time on the issues I want to learn better.” Another student remarked, “Now that everyone has the equal ‘chance’ of cheating, I think it would be stupid not to cheat in subjects that I am not interested in.” When respondents perceived that course materials or topics were not relevant or related to their future goals, they felt less motivated to study and more prone to cheating. Rather than slacking in all subjects, strategic cheaters focused their efforts on what they felt were important courses while ignoring others.

Opportunistic cheaters seized the chances presented by online teaching and online assessment. As one masters student commented, “I have a chance to cheat, so I use it.” Another student hedged more but nevertheless admitted to opportunistic misconduct: “I might say that once in a while I have the opportunity to cheat and sometimes, I do.” In pre-pandemic studies, fear of consequences was enough to discourage these kinds of students from cheating. For instance, a business student stated that cheating before the pandemic was “not worth it” because of the “high risk of getting caught and disqualified from the exam.” However, now that the chance of getting caught is much smaller, they are emboldened.

For free riders, the pandemic exacerbated poor study habits. As mentioned in the introduction, academic misconduct was widespread in Georgia before the pandemic, and some students are committed to cheating. A medical student pessimistically stated, “If you stop one way, they will find the another.” As Hutton (2006, p. 173) explains, “students are highly creative in their

cheating tactics and many go to considerable lengths to conceal them." For students already used to cheating frequently, their misconduct has continued and even worsened. An international relations student commented, "Overall, what I think about cheating is that whoever did it before (the pandemic) still does it way better and gets better results, too. I personally know such students, but those who did not do it during offline, are not doing it now either." Respondents made it clear that invigilating online exams is difficult, and the ease of cheating proves too much of a temptation.

Competitive cheating arises in order to "level the playing field" (McCabe et al., 2001, p. 220). Hardworking students find it unjust that their peers cheat and receive equal or better grades. As a computer science student pointed out, "It's unfair when you try your best and someone is just cheating." An international student in a medical program wrote, "I thought it was unfair for the others to be cheating and getting grades similar most times or higher than mine when they haven't invested any time in studying or doing course work. So, I covered as much content as I could and then if I was unsure I would double-check during the tests because I felt that was a bit more fair, even though it may not have been." University students compete for grades as well as for jobs upon graduation. A masters student noted that he could "salvage about 5 points per exam" by cheating, and this was justified by the observation that lower-performing classmates were also illicitly improving their exam scores. As McCabe and colleagues (2001, p. 220) point out, competitive students may find cheating "distasteful," but they feel compelled to do so to keep up with dishonest peers.

Several respondents reported resisting the urge to cheat. An international relations student stated, "Personally, I never cheat or use copy-pasting because of my moral perceptions. Therefore, my approach didn't change (while studying online)." A business student explained that she "hated cheating" and promised herself that she would "do everything with my own effort" during the pandemic. Although online learning has led to disengagement and lower motivation for many, some students reported that they have managed to maintain their motivation and their integrity. As a Georgian student noted, "I was motivated to study before the pandemic, and I stayed motivated to study after the pandemic. And when you study, you simply do not need to cheat." A frequently cited motivation to maintain academic integrity was a strong desire to prepare well for a future career. So-called "mastery goals" (e.g., mastering course material in order to become a successful doctor or businessperson) are negatively associated with cheating behavior (Stephens et al., 2010), and student comments seem to bear this out.

Pandemic-related Non-academic Issues

Non-academic issues that encouraged cheating included loss of social contact, personal problems, and technology challenges. As one student put it, "the pandemic has ruined my life." Students who deeply felt the loss of social contact found it hard to maintain their motivation to study. A political science student explained, "I lost everything that gives me a joy: live communication, meeting new people, having fun with my coursemates or just co-working with them, and healthy competition in the university." One student hinted that the isolation of the pandemic led to a "breakdown," loss of interest in academics, and cheating. Online chat groups became a way of maintaining friendships, combating isolation and studying together, but they have also become a means of sharing answers during exams. When students feel closely connected to one another but distant from professors (another consequence of the pandemic), cheating is likely to be prevalent (Hutton, 2006). A medical student related that "online collaboration was encouraged and then discouraged, but clear guidelines were not provided." Technology problems also plagued some students, interrupting both lectures and exams. Slow connections and poor video resolution made it hard to follow lectures. A computer science student related, "While taking a quiz/exam the electricity/Internet was cut, so I had to use some online sources to finish the quiz/exam quicker before my device would run out of battery." During an informatics class, students helped one another install a required software program but missed the lecture as a result. Unfortunately, some students felt professors were inflexible or not understanding about technology issues. Friction with professors contributed to feelings of disengagement. In

addition, perceptions that instructors have unreasonably high expectations and little grace for pandemic-related personal problems has led to more stress and, indirectly, more academic misconduct.

An overall feeling of disengagement due to isolation and the difficulties of online learning contribute to a downward spiral. A management student's comment was typical of student sentiment: "The online teaching process is way less interesting and way less engaging than real life teaching, and that hindered my passion towards working more while having fun doing it." Less interest in the topic means less motivation and less studying. When exam time comes, students find themselves unprepared. A medical student summed up the domino effect: "Online classes not as engaging...slacking on learning...test date comes...pressure to get good grades (leads to cheating)." Unfortunately, online learning has been more impersonal. "I don't feel guilty of cheating on the tests," explained an international relations student, "because I no longer have a feeling that I'm actually a student in a university." Thus, a lack of personal connection with their campus, technology problems, and other pandemic-related personal issues have led many students to lose interest in studying and resort to academic misconduct.

Pandemic-related Academic Issues

Pandemic-related academic misconduct issues revolved around pedagogy and assessment. A few students have learned to appreciate online learning, mostly due to the convenience. A masters student pointed out that, although he initially disliked studying online, he has grown to like it, citing the ease of notetaking and lack of a commute. Other students have been able to get jobs and work more. Still others enjoyed using their university's learning management system (LMS) to re-watch recorded lectures, take notes, and prepare for exams.

However, most participants disliked online learning, describing it as "inefficient," "less interesting," and "less engaging." The online environment has made explanation more difficult and dampened students' desire to ask questions. "Many of us attend lectures (online), but don't really get to ask questions in order to understand the work; we go away and try to teach ourselves the material," one respondent admitted. A business student remarked, "The pandemic and online education ruined my academic fairness. The information that I have to study is very massive as well and online studying is not effective at all...the temptation to cheat is very strong. I still try to avoid this habit, but over the time it gets stronger than me." A pedagogical focus on content delivery over learning has encouraged cheating. To remedy this, an international relations student asked for "simpler learning materials (sometimes easier access to them) which would make cheating very pointless as simply learning it would be easier." She went on to explain that "there are some courses which are overly complicated and take disproportional amounts of time compared to others due to these issues, which encourages cheating and plagiarizing." Her comments reflect a common sentiment among participants that professors often assign unreasonable quantities of material to study.

From the student perspective, it seems that both the online modality as well as poor pedagogy are to blame for lack of student engagement and resultant academic misconduct. In early 2020, professors, many of whom were inexperienced and untrained in online teaching, were forced to move their courses online overnight. From student responses, it can be gleaned that some instructors failed to adapt their pedagogy to the online environment. A frequent complaint was that course material was not clearly explained. For instance, an international student recommended, "Make teachers or professors spend more time explaining students more briefly about a topic because many students aren't that proficient in English language, so they struggle." An English philology student also remarked, "It is better for the professor to explain everything to the students in...simple, interesting and memorable language from the very beginning." Furthermore, a masters student said she cheats because of "old teaching methods," and another masters student advocated "modern teaching methods." Little detail was given about what outdated teaching methods entail and what "modern" pedagogy might look like. Still, students insisted that interesting lectures would increase engagement and reduce academic misconduct. A business student pointed out, "There are some lecturers who teach so

well that little to no students cheat." Some students also felt that more varied and frequent forms of formative assessment would increase engagement, discourage cramming, and lower the stakes of summative assessments.

Respondent comments surrounding assessment revealed that some instructors are changing their assessments to match the online environment, which reduces cheating and enhances learning. By the students' own admission, exams requiring "analysis," "critical thinking" and "more than facts" do not lend themselves to cheating. "I think professors do their best to prevent cheating; they give us more discussion and critical thinking exercises that cannot be copied," remarked an American studies student. Another respondent explained, "The university and lecturers changed tests, quizzes, and exams so that it is less likely to rewrite anything from notes or the Internet. Including open-ended questions, essay questions, using plagiarism checker, etc." Essays and open-ended questions are more difficult and high grades have consequently become harder to earn. Nevertheless, some students still expressed their appreciation for online learning because the revised assessments have made them think more deeply and demonstrate more skills.

Interestingly, a couple of respondents described how breaking exam rules by consulting off-limits materials and preparing ahead of time have led to more learning. A student explained how this form of cheating leads to over-preparation for an exam: "Me cheating is expressed only when the lecturer provides us with the list of possible essays which we should write within 2 hours, and I write those essays beforehand. But the funny thing is that I don't write just those essays that I will send to the lecture (2 or 3), but I write all of them (12 or 24) ..." In this case, academic misconduct took the form of writing twenty-four essays rather than only two or three. Another student detailed their process for essay-based exams: "Let us say the lecturer gave us several essay questions. What I do then is to write as much as possible from my knowledge without looking to the Internet; I use my notes in this stage. Then I go to the Internet and look for more information; after that, I find a source and paraphrase it. In this way, I get more information about the topic and with that adrenaline, most of the things I read and paraphrase stay in my mind for a long time and sometimes I get interested in that topic." Although Internet research is technically off-limits, this student described how disobeying the rules led to deeper reading about the topic and stimulated personal interest.

However, some assessment adaptations have led to unintended consequences. Specifically, professors have taken to speeding up exam times in order to reduce academic misconduct. This has inadvertently led to stress, less thoughtful answers and, ironically, cheating. An international student felt that "making the exams hard with much less time didn't help with cheating because students had less time to actually think on their own." Thus, when pressed for time, students tend to copy and paste: "I side with the idea of longer exam times so that we write what we truly know rather than writing some unfinished, copied ideas just to get it on time" (international relations student). A business student also believed that "difficult tests" with unreasonably short durations "sometimes makes you cheat." A political science student complained, "If we needed two hours offline for an exam, why should it be 50 minutes now? Did we get superpowers or something?" An international student in a medical program believed he was justified in cheating because the exam durations given in the syllabus were unexpectedly shortened. He felt "robbed" because of pandemic-related changes to assessment, particularly being asked to answer more difficult questions in a shorter period of time. To reduce academic misconduct, students recommended reasonable expectations for exam content and duration. They also recommended either allowing outside materials or writing the questions in such a way that the answers cannot be "Googled."

Mixed Views on Academic Integrity

Respondents expressed mixed views on the effectiveness of their university's academic integrity policies. On the one hand, some described the academic integrity policy as "effective," strict, and for "my own good." The shame of getting caught or the fear of getting a zero on an exam was enough to stop many. For example, an education student said she did not want to "disappoint" her instructors or violate their trust by cheating. In some cases, professors appealed to students' moral reasoning, pointing out that cheating hurts their learning and their future careers. A political science student said that the policy helps her not to lie

because “it would hurt me and my university’s life.” There were also those who felt the policy was too strict and did not focus enough on the root causes of cheating. For instance, an economics student recommended “prevention over punishment.”

On the other hand, many students made it clear they believed that the academic integrity policy was ineffective. An English philology student said the rules “aren’t very strict,” and other students said they had not read the policy or that the policy was “unavailable.” At one of the universities, the policy was available on the website only in Georgian, making it inaccessible to international students and international professors. A computer science student commented wryly, “I could almost say it (the integrity policy) encourages cheating due to just how easy it is to get away with it.” A medical student realized that it is not enforced: “I have heard and read this academic integrity policy, but the university doesn’t maintain these policies. Can I mention how difficult it was to concentrate during an exam when it was back on campus? The students were speaking in all manner of unknown tongues during the exams (on-campus). Where I’m from, you could hear a pin drop (during exams).” This can be contrasted with in-person exams at a Georgian university where you have to be “so bad at it (cheating)” and “so obvious” to be removed from an exam. A student explained, “Usually there is a warning, and before that warning there is probably a period where the proctor already saw that you are cheating, but as long as you are not doing it very very obviously maybe it’s not such a big deal. It depends on who is supervising the situation.” When the rules are lax, unambitious students might take a calculated risk to cheat because “even if you do get caught, it’s not such a big deal...you’re probably not going to pay too heavily for that” (masters student). Students might suffer a reduction in points but still earn enough to barely pass the course, which was their goal in the first place. Based on student comments, it seems clear that some professors and departments effectively penalize for cheating while others do not. However, student responses demonstrate that a coherent, university-wide effort does not exist at either of the institutions studied.

DISCUSSION AND CONCLUSION

Students in this study cited several common reasons for academic misconduct that are not related to the pandemic. Motivations included pressure for grades, fear of losing a scholarship, “helping” classmates, the course’s lack of future relevance, lack of time, difficult assessments, poor study habits, and laziness. These align with previous research on student justifications for academic misconduct (Brimble, 2016; Brimble & Stevenson-Clarke, 2005; Hutton, 2006) and, with or without a pandemic, universities ought to do what they can to curb these motivations. However, the focus of this study was the influence of the pandemic and online learning on student academic misconduct. In this regard, since students look primarily to their peers for cues about acceptable academic behavior (Grimes, 2004; McCabe et al., 2001), the fact that most students believe their classmates are cheating more during the pandemic encourages them to follow suit (Brimble, 2016; Hutton, 2006). Based on content analysis of student responses, online learning has also led to less student engagement, which tends to result in more cheating (Brimble, 2016). Some factors such as power outages, less face-to-face contact, and the inconveniences of computer-mediated learning are outside of universities’ control. Students seem to understand that at least some of their frustrations are because of the general “inefficiency” of online education. However, students reported that some professors have been less adept at teaching in the online modality. When students feel uninterested in a course, perhaps because of dull pedagogy, they tend to cheat. It is possible that some instructors had unengaging teaching styles even before the pandemic. Nevertheless, it is clear that attempting to recreate face-to-face teaching in an online environment is not feasible. Professors need training in how to use the strengths of the online modality to encourage engagement, collaboration, and learning while mitigating its weaknesses (Brimble, 2016). A related pedagogical factor influencing engagement is the professor’s demeanor (Hutton, 2006). A respectful relationship with the professor and a sense that the student is being treated fairly leads to less academic misconduct (Brimble, 2016). Hutton (2006) also recommends that instructors cultivate “strong relationships” with students outside the classroom. For online learning, this is

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called establishing “social presence”—showing that the instructor is a “real” person and facilitating belonging and trust (Dunlap & Lowenthal, 2009; Garrison, 2006). This is undoubtedly a challenge, although one suggestion is to conduct “virtual” office hours as a way to connect with students and provide extra academic support.

An encouraging finding is the fact that many professors are effectively adapting assessments to the online modality. Thoughtful assessment design mitigates “opportunities for dishonest behavior” (Brimble, 2016, p. 370). Open-ended responses, essay questions, research papers, and other assessments requiring critical thinking have begun to replace multiple-choice tests. Students report that these kinds of assessments deepen learning and reduce cheating. As one student described, “A lecturer gave us a few days to work on a research paper instead of writing some multiple-choice questions in two hours. He gave us permission to use whatever we want, but it was very analytical and, actually, I liked it much better. The results also were much more realistic because when you make research there are a lot of skills shown, and if you don't have the certain knowledge, you will fail. It's more productive.” Given comments like that, one wonders if objective-type questions should be a thing of the past. Going forward, professors should be further trained and encouraged to incorporate short answer, essay, and critical-thinking questions into their assessments. Since so many students are already using the Internet illicitly during exams, it may also make sense to allow its use. As some respondents mentioned, they are already secretly paraphrasing information found online. In the words of an international relations student, “What I do generally is to paraphrase or synthesize the information that I find on the Internet... One issue with this is that I don't reference the source because we are not allowed to use external sources.” It makes more sense to allow the use of outside sources and train students to cite properly. For exams that must use objective-type questions, better exam invigilation procedures and software may be needed. Plagiarism detection software is also a deterrent (Hutton, 2006) though it seems to be used inconsistently in these two universities. Respondents were ambivalent about more intrusive forms of proctoring. Students conveyed the feeling that such surveillance may be a necessary evil to deter cheating. Student responses also made it abundantly clear that speeding up exam times as well as increasing the difficulty have produced unintended, negative consequences. Undoubtedly, professors quickly realized that students were cheating on exams, and shortening exam durations was a logical response. However, this has led to unhealthy stress levels. Students also give less thoughtful answers or simply copy and paste when pressed for time. Likewise, Brimble and Stevenson-Clarke (2005, p. 37) found that two of students' top reasons for cheating were that the assessment was “too difficult” or “too time-consuming.”

Reducing cheating requires a multi-pronged, university-wide approach (figure 2). As Stephens and colleagues (2021) point out, mitigating academic dishonesty is mostly about facilitating the right conditions. In terms of prevention, universities should appeal to students' personal values (morality, desire to prepare for a successful future career) and enhance engagement through more active online pedagogy. Moves toward open-ended, open-book, open-Internet exams are to be commended and strengthened. For invigilation, online proctoring tools may be necessary because simply speeding up exam times has contributed to more academic misconduct and a sense that assessments are unfair. Students requested more exam preparation opportunities and academic support since most have found studying online more challenging and less efficient than face-to-face learning. As far as discipline is concerned, awareness and enforcement of the institution's academic integrity policy has been hit-and-miss with some individuals and departments being more consistent and others much less so. As Brimble (2016, p. 373) points out, “a lack of an honor code or equivalent, or one that is not part of the ‘fabric’ of the institution, may lead to a culture that is more accepting of dishonest behavior.” To foster a culture of academic integrity, all professors, administration and students need to be educated about the university's expectations and policies. Institutions need to be clear about what constitutes academic misconduct, why such conduct should be avoided, and what the consequences will be for violating the policy (Brimble, 2016, p. 368). Plagiarism, in particular, needs to be more clearly defined, as professors and students may have differing understandings and attitudes (Brimble, 2016; Brimble & Stevenson-Clarke, 2005; Doghonadze et al., 2018). For online learning, more clarity must be provided surrounding student collaboration as well. Like Internet use, collaboration is happening regardless of the rules, and professors should consider

harnessing it for learning. In short, universities should take an educative rather than strictly punitive approach to academic integrity (Brimble, 2016, p. 370). Fear of punishment has not led to less cheating (Grimes, 2004, p. 284; Stephens et al., 2021); students must be socialized into an academic community that values integrity. The most effective approaches are institution-wide, but these efforts also require significant time, effort, resources, and collective will (Stephens et al., 2021).

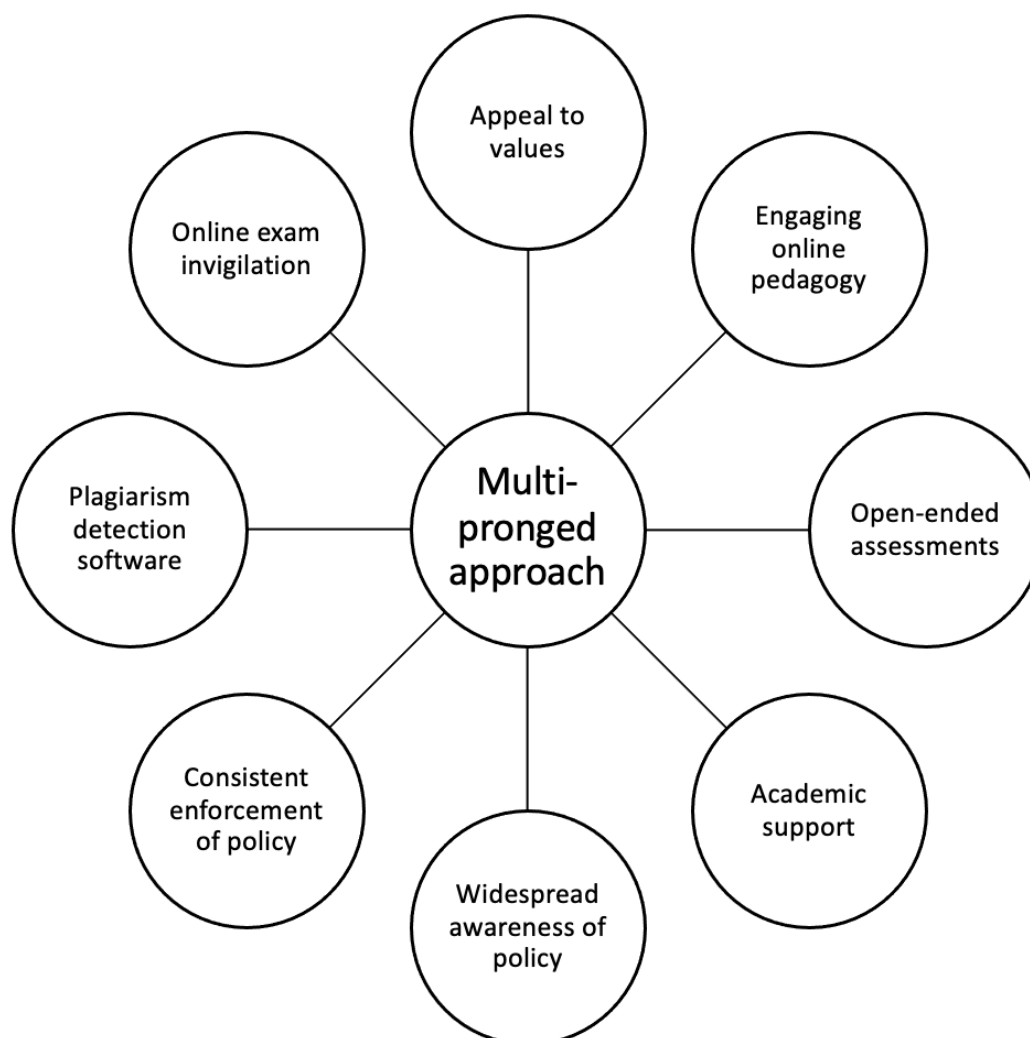


Figure 2: A multi-pronged university-wide approach to academic integrity

Limitations

This study had some limitations. For one, students were asked to self-report their own academic misconduct. Some of the participants were the author's students or former students, and according to Brimble and Stevenson Clarke (2005, p. 38), students may hide their true motives for cheating when explaining themselves to professors. Secondly, only two private universities were included. The inclusion of public universities would provide a fuller understanding of how the pandemic has influenced higher education in Georgia. Finally, 13% of the participants were international students and their experiences of and responses to online learning may have been quite different from Georgian students. However, based on the Georgian government's desire to foster "international cultural values" and "international cooperation" (*Law of Georgia on Higher Education*, 2004), we can assume that international students will continue to be a (growing) presence in Georgian universities, and their perspectives on academic

misconduct must be taken into consideration. Still, the findings are an aggregate of student responses and do not differentiate between Georgian and international students.

Further Research

To gain a more complete picture, further research is needed from the perspective of professors and administration. The amount and effectiveness of training offered to professors may explain why some struggled so much with online teaching. It is unclear from the data to what extent the pedagogical issues existed before the pandemic. Some comments about “old teaching methods” could easily have applied to pre-pandemic teaching. Further research could delve into the pedagogical struggles and successes professors have experienced. Though some students placed the blame for disengagement and cheating fully on instructors, all members of the institution share responsibility for honest behavior. By their own admission, respondents have taken advantage of online learning to cheat more and, in the words of a one student, “make a fool of” professors. “My Internet was down” has replaced “the dog ate my homework” as a go-to excuse, and instructors naturally grow tired of extending deadlines and making exceptions, especially when students invoke personal problems when the truth lies elsewhere (Brimble & Stevenson-Clarke, 2005, p. 38).

Further research could also explore and delineate the relationship between the academic integrity policy and students’ own moral reasoning. Although some respondents said the policy was effective, the fact that so many students admitted to cheating more frequently during the pandemic casts some doubt on this. Referring to university students, Brimble (2016, p. 369) states, “The starting point for ethical reasoning and attitudes toward cheating are relatively low.” It may be the case that rule-abiding students—however many there may actually be—attribute their behavior to the integrity policy when in fact they are motivated by other reasons.

Finally, academic misconduct is prevalent among university instructors in Georgia as well (Bakradze et al., 2016; Poisson & Hallak, 2018). Further research could explore how the pandemic has influenced this phenomenon.

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Energizing Self-Development in the Georgian Defense Forces**Jonathan Scott*****Abstract**

Self-development is recognized as one of the domains of leader education and training. Self-development is often misunderstood, or its value diminished because of the importance applied to the institutional or operational domains. The high operational tempo which consumes so much leader time, and personal or family time lost in self-development sometimes causes frustration and bewilderment regarding self-development in the US Army. Self-development is broken down into three types: structured, guided, and personal. The activation and nurturing of guided self-development in the GDF can improve leaders and serve as the bridge between institutional education and the unit of assignment, but a functional and relevant self-development domain can lend credibility to the counseling and evaluation system. While many leaders within the Georgian Defense Forces have made admirable efforts in the arena of personal self-development, the other types of self-development should be considered, and guided self-development improved upon to continue the improvement and professionalization of the force.

Key words: self-development, institutional, operational, structured, guided, personal

1. Introduction

Although personal study and preparation is not a foreign concept to many NCOs and Officers in the Georgian Defense Force (GDF), the concept of self-development as a planned and nurtured part of the educational strategy is lacking here. Georgian leaders do some additional reading corresponding to their personal interest, their jobs or duty positions, and in preparation for courses in-country or abroad. But beyond the personal, there is no energy or incentive for self-development here. The GDF is missing the potential benefit of including self-development as a managed and nurtured domain in an overall education and training strategy. This work asserts that the GDF should move toward a command sponsored and institutionally embraced pursuit of self-development and proceed with a steady but modest program to implement guided self-development as well as continued encouragement of personal self-development. The complexities and demands of the modern battlefield require a commitment by leaders to take all opportunities to develop and improve.

Professions require practitioners who are consistently learning and improving to be the best at what they do. Most of us, as consumers of services provided by professionals, expect no less. When in need of medical care, it is a mark of quality that our doctors are graduates of accredited institutions. They engage in a period of internship as a furthering of their professional experience in its early stages, followed by a maturing practice of treating patients and diagnosing problems. Additionally, as they proceed through their career, they must keep well informed and relevant in their field by studying, reading, attending conferences, and being made aware of new findings and progress in treatments and research.

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2. Literature review

The US Army's approach to the profession is rightfully like the above example. In American Army Doctrine it is recognized that development and improvement occur through three training domains –formal education (institutional), training for war (operational), and lastly, this third domain of self-development (Headquarters, 2017: AR 350-1). It is self-development which had historically garnered the least official attention and has been a challenge for many leaders to implement. Even with the US Army's attention to self-development in the last few decades, the operational tempo leaves little time for pursuit of personal improvement. Leaders also are concerned about enough time to give attention to their families. These conditions lead to frustration and despair when faced with choosing between rest, family time and efforts to implement meaningful and rewarding self-development (Nowowiejski, 2017).

One of the challenges with the domain of self-development is that it has traditionally been thought of to mean several different things. Self-study and professional reading are among the oldest labels that some people associate with self-development. These are in fact, descriptions falling within one of the types of self-development. Throughout military history, we know that leaders, apart from workday hours, applied themselves to learn more about their profession, informally studied their opponents, the environment and military history. In his book *The Patton Mind*, Roger Nye (1993). addresses Patton's hunger for knowledge about his profession. He read voraciously and wrote notes in the margins of books he owned. Flash forward to the Vietnam era and we read about leaders such as Hal Moore preparing for deployment to Vietnam. In Mike Guardia's (2013) biography of Hal Moore, we see a seasoned combat veteran preparing for future responsibilities connected to Vietnam by studying the French efforts there. Retired Marine General and former Secretary of Defense Jim Mattis mentions self-study and reading frequently in a recently released auto-biography (Mattis & West, 2019). Whether soldier, non-commissioned officer or officer, this notion or understanding of self-development best matches the personal self-development that will be addressed further in this work.

In the educational community beyond the military, self-development is also frequently thought to be the same as self-directed learning. An assertion made by educational theorists in the macro is that many youths and most adults are, in varying degrees, are self-directed learners already. Our interests or passions, as well as careers or aspiring careers, cause us to read, listen, and learn more about something. In this regard, self-directed learning is the tool for our inquisitiveness or our desire to improve.

Although educational historians point out that self-directed learning is a rather old practice, it was the renowned educational theorist Malcolm Knowles (1975) who made self-directed learning a popular term with the release of his book, of the same title, *Self-Directed Learning*. Knowles was also the scholar to popularized andragogy (adult education) with self-directed learning being what Knowles considered one of the four key assumptions regarding adult education. However, what Knowles and other scholars were primarily advocating was greater involvement in adults determining what will be taught and what outcomes will be – a process (Merriam, Caffarella, & Baumgartner, 2007, p. 110-113). This direction of self-directed learning includes the oversight of an instructor or teacher. Several schools and colleges in the United States, and other locations, have implemented adult learning programs that significantly increase the involvement of their adult students.

3. Methodology

This paper is based upon over a decade of direct observations of the training and education of the GDF. It is comparative in that the GDF adopted much doctrine and structure of their American partners and were expected to proceed the same regarding the domains of training and education.

The US Army definition of self-development expressed in AR 350-1 (Headquarters, 2017) describes it as being an individual, life-long, and a continuous process that helps individuals bridge what they learn in the classroom and “on the job” with the intent to meet the learner’s objectives (2017, p.236). Self-development is further divided into three types - structured, guided, and personal.

Structured self-development is defined as required training continuing through the soldier’s career and is synchronized with classroom and on-the-job learning (Headquarters, 2017, p. 237). In the US Army, the Noncommissioned Officer Education System (NCOES), now referred to as the Noncommissioned Officer Professional Development System (NCOPDS), includes self-paced, structured, self-development courses (SSDs). These courses occurred online or in mailed correspondence. Progression through these courses were a requirement for attendance at courses and promotions. Many NCOs and their supervisors found structured self-development in the form of SSDs to have serious flaws (Jones, 2016; Tan, 2015; Rovero & Bullis, 1998).

Annis (2018) suggests, and others believe, that mandatory for progression type learning, such as SSDs probably violate the spirit, if not the definition of self-development. In any event, this type learning is transitioning into the recently activated and more rigorous program referred to as Distributed Leader Courses (Myers, 2019).

Guided self-development is, “recommended, but optional learning that prepares soldiers and leaders for responsibilities throughout their career.” (AR 350-1, p.4). An example of guided self-development might be a software certification course recommended to a leader helping them prepare or improve for responsibilities requiring that software. Another example might be a leader suggesting to a subordinate that a weekly essay requirement can strengthen the subordinate’s writing weaknesses before attendance at a career course.

The last type of self-development is referred to as personal. This type matches what was addressed at the beginning of this work and is what many Georgian leaders are already engaged in. This type of learning is initiated and defined by the individual, and the objectives and methods can vary from civilian college classes to reading books related to the individual’s duty position (Headquarters, 2017, p. 4). But a reader might ask, what can a self-development strategy deliver that the GDF does not already have?

4. Conclusion and Recommendations

Guided self-development can be a tool which helps leaders improve subordinates in their current assignment as well as prepare for future assignments or courses. It can also be the method that bridges development between a career course and the unit of assignment. As part of the counseling and evaluation process, leaders should be both providing observations and feedback to subordinates, but also actively soliciting their self-assessment. Leaders can perform self-development with more fidelity by receiving anonymous, controlled feedback from peers and subordinates. The objective is for leaders to be aware of their strengths and weaknesses and recognize how others may view them. Guided self-development means the opportunity to develop and improve with the guidance and supervision of a rater or supervisor. If executed with honesty and candor, the entire counseling and evaluation process gains credibility.

Personal self-development success and effort should be acknowledged, encouraged, and rewarded. Among several sure ways to demotivate any soldier is to ignore their efforts at improving their units and themselves. Verbal congratulations and compliments are free and often mean very much to soldiers, but efforts should be continued to gain agreements and pathways for all soldiers to earn recognized certificates and college credit.

For self-development to be effective, there must be feedback, assessment, and self-assessment. Any serious attempt to energize this domain must seek to implement processes and tools that can provide the 360-degree assessment. In its most simple form,

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this might be periodic, anonymous peer evaluations combined with scheduled performance counseling and developmental action plans. An important consideration is that none of these tools or processes must be created from scratch. Two important US Army documents that provide explanations and examples are *The Army Handbook for Self-Development* (Headquarters, n.d.) and *The Leader Development Improvement Guide* (Headquarters, 2018).

In the introduction to this work, it was asserted that a modest and measured approach to institutionalizing self-development would be a good start to energizing the neglected self-development domain of educational in the GDF. With the same exuberance the GDF moved forward with Mission Command, an equal embrace and inculcation of self-development can yield positive results. Structured self-development is unlikely to be a near consideration; however, with minimal stress and resources, the GDF can pursue a course that implements guided self-development and further encourages personal self-development.

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The Features of The Setting In Short Stories By Ambrose Bierce**Kristina Novak*****Abstract**

This research aims to study the features of the setting in short stories by Ambrose Bierce (1842–1914?), the distinctive American writer and the journalist of the second half of the 19th century. The research is based on the collections “Tales of Soldiers and Civilians” (1891) and “Can such things be?” (1893). In his early war stories, the writer frequently uses a rural area or forlorn places in the setting. The main attribute of the space at this point is its ‘historical intensity’ (in Mikhail Bakhtin’s term). Due to the writer’s intention to grant a sense of history to the most recent events, the buildings on the pages of his stories are often dilapidated. Such intention arose from the long-standing tradition of “creation” of national history that forged an American identity. The Gothic tradition affected the representation of the space in writer’s later works. These stories often have small town or urban settings. A separate building as well as the city in general possesses various Gothic attributes on this stage. The city or the building turns into the meeting point where past and present make a synthesis. If the characters in Bierce’s early stories are ruled by the powers of history, the heroes of later stories intend to ignore it and even try to challenge its forces, and they never emerge victorious. It could be concluded that the features of space representation in the writer’s prose reflect Bierce’s concept of history.

Key words: Ambrose Bierce, 19th century literature, gothic stories, chronotope

1. Introduction

Ambrose Gwinnet Bierce (1842–1914) is an American writer of the second half of the 19th century, who was more famous during his lifetime as a talented journalist from San-Francisco. As a fiction writer, he is known as the author with an ambiguous reputation, famous for his supernatural stories, satirical works, and Civil War fictions. A great number of his works were originally published in journals, such as *The Overland Monthly*, *The Wasp*, *The Argonaut*, *The Examiner*, etc. His heritage includes six collections of fiction. The most famous collection of his short stories, which is “Tales of Soldiers and Civilians”, was published in 1891 in San-Francisco, and then it was published again in 1892 under the title “In the Midst of Life” in London. The plots of his war stories unfold in the context of the Civil war, where he participated. Before the war, at the age of seventeen, he enrolled in Kentucky Military Institute, but he left the school when Lincoln called to arms in April 1861. He was a very skillful soldier, famous for his bravery. He made a prominent military career; at the end of the Civil war he became the first lieutenant (Morris, 1998, pp. 17–18).

2. The features of the setting in writer’s short stories

The setting in Bierce’s stories is always minimalistic. Every description is abstract and unspecified, even the most thorough of them. There are only a few inhabited locations that depicted in a highly stylized, lifeless manner, which gives the reader a sense of isolation as an integral feature of existence of all living things.

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A number of examples of such locations could be found on the pages of his war stories: the "ruined" house in *Chickamauga*, the "forlorn" homestead in *One of the Missing*, the "shuttered" planter's dwelling in *The Affair at Coulter's Notch*, the "frail" Confederate tent in *Parker Adderson, Philosopher*, etc.

In fact, the romantic writers frequently used ruins as a setting of their works. And, of course, the influence of Romanticism with its notion of organic growth and development as well as a keen interest in the past affected the setting of writer's stories. It is not a secret that during the first half of the 19th century – the early Romantic period in national literature – the writers were searching for imaginative ways of building the new nation's identity. The goal was achieved by "creating" history for America. The writers, such as Washington Irving and Nathaniel Hawthorne, mythologized the colonial past and the Puritan era, and it gave a sense of actual history to Americans (Furst, 1968).

Generally Bierce is a follower of this tradition. It is evident that his attempt was to grant a sense of history to the most recent events, which are the events of the Civil war period. However, there is another reason of such setting choice. In fact, the writer had his own concept of history.

The history, its powers and influence on people's lives is the main idea of his collection. The actual characters of Bierce's stories are not the soldiers or civilians, but omniscient, strong forces that govern life. His characters tend to think about themselves as if they have power over life, and all of them learn the hard way the incredible danger of such illusion. For the writer, human being is simply not strong enough to challenge these forces. The history rules the world and our lives, and that is why almost every building on the pages of his stories, being made by man, is depicted as dilapidated and collapsed.

The other collection of writer's short stories, "Can Such Things Be?", was published in 1893. There is an evident impact of Gothic tradition that is seen in Bierce's plots, literary devices, and writing style.

The original foundations of Gothic tradition in literature could be found in the 18th century. The tradition is considered to begin with Horace Walpole's *The Castle of Otranto* (1764). The genre was merged in England in response to the Enlightenment. The Enlightenment was committed to rational, logical, and scientific thinking. The Gothic elements include foreign places, supernatural forces, terrible events, irrational behavior, and a world of uncertainty. Works of Gothic literature elicited emotional responses from readers and delighted in the eerie or the supernatural.

The first Gothic novel written by an American author was published in 1798 (which is a novel *Wieland* written by Charles Brockden Brown). In the 19th century American writers were effectively still a part of British culture, intellectually exposed to British literary models. However, it is evident that their models were highly specific. American Gothic is an innovative literature. The specificity did not come just from formulaic plots and situations adapted to the democratic grounds of country. In fact, the unusual tropes, figures, rhetorical techniques, and themes came from the national mainstream (Hogle, 2002, p. 168).

The domestication of Gothic styles and devices within realistic settings and modes of writing is the feature of 19th century Gothics. The feudal background, the wild landscapes, and the aristocratic villains were no longer objects of terror. Industrial and urban contexts and aberrant individuals provided the loci for mystery and terror. In the 19th century the dark alleyways of cities were the gloomy forests, the criminals were the new villains. It is meaningful that British as well as American Gothic at this time returned «to personal, familial or national past to complicate, not to clarify it, to implicate the individual in a morass of American desires and deeds that allow no final escape from or transcendence them» (Hogle, 2002, p. 169).

There are lots of Gothic elements in writer's stories. Such elements as graveyards, rainy or foggy weather, nighttime, supernatural and paranormal activity (usually ghosts) could be found in almost every story of the collection.

As for the locations, they are always gloomy and mysterious (for example, the city in *Moxon's Master*). At the end of the story the writer gives us the description of protagonist's walking along the street: "Rain was falling, and the darkness was intense. In the

sky beyond the crest of a hill toward which I groped my way along precarious plank sidewalks and across miry, unpaved streets I could see the faint glow of the city's lights, but behind me nothing was visible but a single window of Moxon's house" (Bierce, 1918, pp. 96–97).

The most representative examples of old and forlorn houses with a bad reputation are the "dull-looking" Abersush Home for Old Men in the *Applicant*, "old-fashioned" house in "obscure quarter" of the city in *The Man and the Snake*, the "gloomy" dwelling of eccentric Dr. Mannering in *A Diagnosis of Death*, the "long-unoccupied" house in *A Watcher by the Dead*, etc. There are, of course, no actual castles on the pages of these stories (this is more common type of the setting for 18th century Gothics), but ironically there is a hotel "Castle" in the story "*The man and The Snake*" – the protagonist left it to live in his friend's comfortable and modern city manor. Obviously, the idea that writer wanted to share with us by this is that weird, supernatural things also take place in today's world as well as in the past.

In Bierce's prose the past is always integrated in the current moment of characters' consciousness; the association of three-dimensional space markers with "layers of time" is noticeable. It is a unique aspect of writer's individual style, which helps to "see time in space" to a reader (Bakhtin, 2000, p.181).

The interconnection of time and place is a very important aspect of Gothic narrative. In the essay "Forms of Time and of the Chronotope in the Novel" of a famous Russian philosopher, literary critic and scholar, who worked on literary theory, ethics, and the philosophy of language, Mikhail Bakhtin, presented the concept of chronotope – a tool that encompasses the interconnection of time and space in literature: "In the literary artistic chronotope, spatial and temporal indicators are fused into one carefully thought-out, concrete whole. Time, as it were, thickens, takes on flesh, becomes artistically visible; likewise, space becomes charged and responsive to the movements of time, plot and history" (Emerson & Holquist, 1981, p. 84).

The second prominent thing about these horror stories is the fact that if the characters of Bierce's war stories admit the strength of supernatural powers over all living things, including humanity, the heroes of the Gothic stories tend to ignore it. The most typical "gothic-type" character is Hawver, the protagonist in *A Diagnosis of Death*, who saw the apparition of the ghost, but didn't take it seriously.

There is a description of what was happened on that evening: "I stopped as usual before the portrait, which seemed in the lamplight to have a new expression, not easily named, but distinctly uncanny. It interested but did not disturb me. I moved the lamp from one side to the other and observed the effects of the altered light. While so engaged I felt an impulse to turn round. As I did so I saw a man moving across the room directly toward me! As soon as he came near enough for the lamplight to illuminate the face I saw that it was Dr. Mannering himself; it was as if the portrait were walking!" (Bierce, 1918, pp. 84–85).

As the story develops, the ghost makes "a gesture – lifted a finger, as in warning" (Bierce, 1918, p. 86), trying to warn the man about his nearing death. But Hawver doesn't grasp the real meaning of this sign. The next day he is found dead.

This idea also reflects on the setting level of the stories. All of Bierce's houses are the places where the strange things happen. People enter those places, filled with supernatural and paranormal activity, and lose control over themselves. One of the most remarkable examples of it is the story *A Jug Of Syrup*. The story starts in the retail store of recently deceased merchant, who lived in Hillbrook village, Silas Deemer. One day a Hillbrook banker, Alvan Creede, bought the jug of maple syrup at Deemer's shop without realizing that the owner of the store was three weeks dead. The banker started searching for this jug at his house as soon as he realized it, but, of course, didn't find it, and then his wife said that "this was undoubtedly an illusion" (Bierce, 1918, p. 86).

However, she was wrong. The next day the Hillbrook citizens "began to observe that the interior of the store was suffused with a dim, yellow light... and there, standing at his desk behind the counter, Silas Deemer was distinctly visible!" (Bierce, 1891, p. 164). Some of them decided to pass in, and then happened something weird: "No sooner had they crossed the threshold than they

were seen by the awed observers outside to be acting in the most unaccountable way. They thrust out their hands before them, pursued devious courses, came into violent collision with the counter, with boxes and barrels on the floor, and with one another. They turned awkwardly hither and thither and seemed trying to escape, but unable to retrace their steps. Their voices were heard in exclamations and curses" (Bierce, 1891, pp. 165–166). Later, "they groped with aimless imprecision, tried to force their way out against the current, pushed and elbowed, struck at random, fell and were trampled, rose and trampled in their turn. They seized one another by the garments, the hair, the beard – fought like animals, cursed, shouted, called one another opprobrious and obscene names" (Bierce, 1891, pp. 166–167).

As it was mentioned before, the characters tend to ignore the strange things, and this story is another example of it. In the morning, when "men's passions having subsided and reason having resumed its immemorial sway, it was confessed in Hillbrook that, considering the harmless and honourable character of his first commercial transaction under the new conditions, Silas Deemer, deceased, might properly have been suffered to resume business at the old stand without mobbing" (Bierce, 1891, pp. 167–168).

3. Conclusion

It could be concluded that the main idea of all abovementioned stories is that humanity has lost the connection not only with the history, but with a world around them. The world of writer's stories is filled not only with the signs of history, but also with the mysteries and the ghosts, but people tend to ignore it. If the romantics saw the history as a dynamics, Bierce saw it as eternal force that rules the world and goes by its own rules, unbreakable by the human beings.

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International Experience Of Metacognitive Reading Strategy Use In English As A Foreign Language Teaching

Kristina pirtskhalaishvili*

Abstract

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

Keywords: metacognitive reading strategy; self-regulation; reading; comprehension; EFL students

Introduction

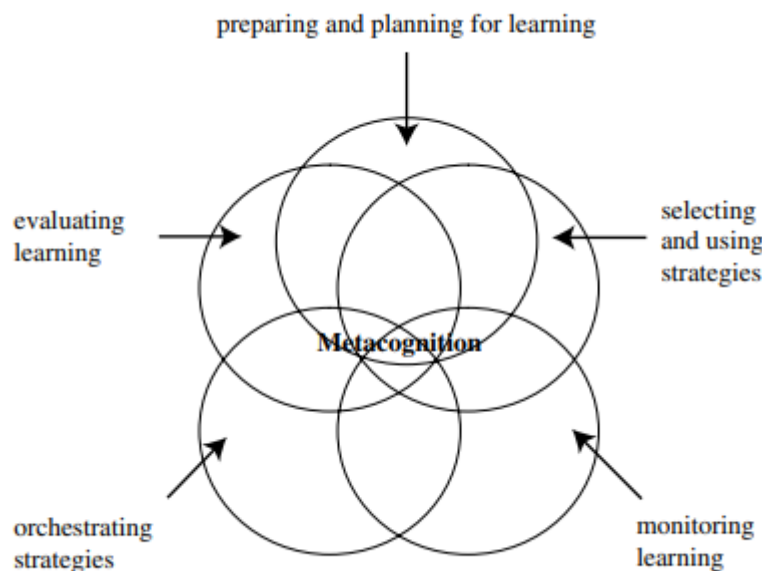
The significance of owning language learning strategies is increasing in the recent period among the importance of language knowledge. Classification of language learning strategies exists various, depending on the researchers of this scope. In some case they are large (Anderson, 2003. as cited in Rahimi and Katal, 2012), for instance, other researchers like O'Malley and Chamot (1990) use fewer classification of learning strategies. Anderson (2003, as cited in Rahimi and Katal, 2012) presents seven major categories: cognitive strategies, metacognitive strategies, mnemonic or memory-related strategies, compensatory strategies, affective strategies, social strategies, and self-motivating strategies. O'Malley and Chamot (1990) provide two main categories of learning strategies: metacognitive and cognitive strategies. All above-mentioned classifications have mentioned metacognitive and cognitive strategies as being the significant strategy in language learning. These kinds of strategies demand thinking about the learning process, planning, self-monitoring, and self-evaluating. It is obvious that especially nowadays when the learners have to learn independently or at home, such kind of skills are extremally needed. It is also evidence that it's not enough to learn reading in English at lessons and teachers have to think about strategies, which make their students' strategic learners and let them appreciate their knowledge, plan what and how to learn. Accordingly, metacognitive knowledge seems be significant for improving learners' self-management skills as it facilitates learners' comprehension, critical thinking and independent learning process, and by the way, they become available to choose learning strategies, plan how to manage their learning process, monitor his/her own performance, find solutions to problems during the reading process, and evaluate themselves in achievements how well the tasks are done (Zhang & Goh, 2006, as cited in Rahimi and Katal, 2012). All these above-mentioned activities should affect positively learners' reading performance and it will be discussed below.

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The Concept of Metacognition

Metacognition is thinking about one's thinking according by the definition of Anderson (2002). But it is not only a simple thinking process. Metacognition includes critical evaluation of self-study what may demand various learning strategy use. Naturally, such kind of thinking process requires thinking more deeply. In the 1970s, the first psychologist, who defined the concept of metacognition and covered it under the one term "metacognition" was Flavell. He gave us the following definition of metacognition: "One's knowledge concerning one's cognitive processes and products or anything related to them (...) and refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes (...), usually in the service of some concrete goal or objective" (Flavell, 1976, p. 232, as cited in Mahdavi, 2014). Anderson (2002) stated that metacognition "attended thinking and reflective processes" and contains five components: (a) preparing and planning for learning, (b) selecting and using learning strategies, (c) monitoring strategy use, (d) orchestrating various strategies, and (e) evaluating strategy use and learning (Anderson, 2002, as cited in Haque, 2018).

Figure 1: A model of metacognition



(Source: Anderson, 2008. p.100)

According to Anderson (2008), the process of preparing and planning applies activation of prior knowledge, which is useful for comprehending new material. As for selecting and using learning strategies, according to the above-mentioned author it is the ability to select relevant strategies when to use them for reaching beloved aims. To choose and use appropriate strategies, the learner needs to be familiar with all these strategies. By the way, the metacognitive ability of the learner, which means knowing to decide when and how to use particular strategies expresses that the learner is thinking and making appropriate decisions. This means, that it is extremely important to teach metacognitive strategies in the classroom. Monitoring and planning are the next step after selecting learning strategies, which covers the processes when the learner monitors and self-controls his/her learning process. After that comes orchestrating strategies which mean integrating the use of various strategies inappropriate way. The metacognitive learner should always try to integrate all the strategies relevantly and use them as a tool for learning new materials. After preparing and planning, selecting, monitoring, and orchestrating learning strategies comes the stage when the learner needs to evaluate his/her achievement. This is the last stage of Anderson's components of the metacognitive learning process. Earlier, in the 1930s the Soviet psychologist Lev Vygotsky (Fox & Riconscente, 2008) and in the 1960s the Swiss psychologist Jean Piaget

(Fox & Riconscente, 2008) mentioned metacognition in their works as being one of the significant one in children's development. According to Vygotsky children develop their self-regulation skill through taking responsibility for self-monitoring their progress, setting goals, planning activities, allocating attention. As for Jean Piaget, he thought that peer discussion and collaboration are useful strategies for student which give them ability to monitor their own understanding and creates new strategic solution.

Despite existing many definitions, herewith, Goh (2014 as cited in Haque, 2018) claimed the idea that metacognition has such a complicated psychological construct, that it is hard to fit into one exact definition. But still, it is approved, metacognition and learning have a tight correlation and "meta-learners" have better achievements. The following discussions will be dedicated to searching effective ways of teaching metacognitive strategy use and what experience do we have towards this issue based on the existing researches.

Studies on Metacognitive Reading Strategy Awareness

Metacognitive reading strategy awareness has increased its role in reading comprehension recently. In the old years, the researchers tried to gather and list all existing metacognitive strategies, that could be useful for all language learning students. In recent years the attitude toward metacognition changed a little and the researchers begin to explore what language learners should do to facilitate their learning process, whether he/she is EFL/ESL or even L1 learner. Meanwhile, nowadays the researchers are mainly concentrated to search the effect of metacognitive strategy awareness, how to make it the learner's behavior, thought, suggestion, and technique used by them to help in learning process (Cook, 2001, as it is cited in Ahmadi, Ismail & Abdullah, 2013). Otherwise, it is generally agreed that the strategic learner is the one, who is metacognitively aware of the processes in language learning and uses metacognitive, cognitive, and other significant strategies flexibly and effectively (Zhang, 2003, as cited in Boyraz & Altinsoy, 2017).

Accordingly, based on the theoretical framework above, here are analyzed some international researches from different countries, which proves effectivity of metacognitive reading strategy instruction. Prasansaph (2013) investigated the effectiveness of metacognitive reading strategy on EFL secondary school students' reading comprehension and reading strategy awareness. The researcher was interested in metacognitive reading strategy training and its effect on enhancing EFL secondary school students to use more reading strategies. Another issue was about opinions of EFL students to the metacognitive reading strategy instruction. The participants were fifty tenth-grade students from Bangkok, Thailand. After eight weeks of training sessions, where the instruments were: 1) 60 items multiple-choice test of reading comprehension. 2) the Survey of Reading Strategies, a questionnaire to test students' metacognitive reading strategies awareness, the findings showed, that teaching using metacognitive strategies has better results and it is obvious even from the pre-post test analysis. As for metacognitive strategy use, after training, students began using these strategies more frequently and more professionally than before. Besides, the concluding analysis of the results revealed, that after that training students use following three strategies more frequently than they used before: 1) "When I read, I guess the meaning of unknown words or phrases", 2) "I critically analyze and evaluate the information presented in the text". 3) "I use context clues to help me better understand what I am reading" (Prasansaph, 2013, p.3554). The results of qualitative research revealed, that participants thought that metacognitive strategies are really useful for them to read fluently and after the training they became more confident. Moreover, based on the analysis the researcher concludes, that the metacognitive instructions, which were given to L1 students, effectively work in the case of EFL students, too. Bagci and Unveren (2020) examined the effectiveness of metacognitive reading strategies with 8th-grade students. The participants were L1 8th-grade students from Turkey and the goal of the research was to search the effect of metacognitive awareness of reading strategies on self-studying in reading comprehension. The findings revealed, that despite minimum gender differences between participants, the majority of students have higher developed reading skills and better visual text comprehension who used metacognitive analysis during the reading process. After the analysis of findings, it is obvious, that there is a strong relationship between reading self-efficacy beliefs and students' achievement in reading tests. Therefore, according to

the researchers' conclusion "it is again proven, that an increased level of reading self-efficacy has a positive effect on students' performance on reading comprehension" (Bagci & Unveren, 2020, p. 93). So, it can be assumed, that metacognitive reading strategies work quite usefully on eighth graders despite male and female ones. As for increasing achievements in reading students need to use higher-level reading strategies like the metacognitive ones are. Accordingly, after discussing the above-mentioned researches it could be concluded, that metacognitive reading strategies are teachable, trainable, and useful for both, L1 and EFL language learners, especially 8th and 6th graders. Fitrisia, Tan, and Yusuf (2015) conducted an interesting research among secondary level students (10th, 11th, 12th graders) EFL students from three different schools of Indonesia. The research tools were Pearson correlation and t-test for statistical dates, comprehension test scores, and Metacognitive awareness of reading strategies inventory (MARS) questionnaire. One of the research questions was about correlation between metacognitive strategy use and student's academic performance. The results show that there is a weak correlation between these two variables. After a deep analysis of dates, the researchers explained the reason for such a weak correlation between metacognitive strategy use and participants' low scores, it was their limited competence in English as being a foreign language for them and the contexts of the texts were difficult. Then the researcher is interested in what is the level of MARS of good readers and poor readers and is there or not a significant difference between the two levels. As for this question, the findings revealed, good readers' metacognitive strategy use was slightly higher than that of poor readers (the author proves it by mean results). However, the standard deviation of the level of metacognitive reading strategies indicated that the amount of spread among good and poor readers was not wide. Accordingly, based on this research could be concluded the following: students need to be taught how, when, and why to use metacognitive reading strategies to direct their comprehension of any reading texts and become independent learners. Iyitoglu and Aydin (2015) investigated some interesting fields of metacognitive strategy use and it correlates with gender and intelligence. included 60 secondary school EFL learners from Anatolian secondary schools in Istanbul, Turkey. As for research participants, three classes were chosen: one 10th Grade, one 11th Grade, and one 12th Grade. The results revealed, that females were more successful in EFL reading and used more support and problem-solving in reading strategies than males.

Table 1 Independent Samples T-Tests for Gender & Reading Performance, Reading Strategies and MI

Factor	Gender	N	\bar{x}	ss	Sh \bar{x}	t Test		
						t	Df	p
Reading Performance	Male	30	44.5	25.2	4.6	-3.30	58	0.002
	Female	30	64.5	21.9	4.01			
Global Strategy	Male	30	3.21	.687	.125	-1.74	58	0.085
	Female	30	3.50	.637	.116			
Support Strategy	Male	30	2.85	.751	.137	-4.02	58	0.000
	Female	30	3.56	.623	.113			
Problem Strategy	Male	30	3.53	.542	.099	4.19	58	0.000
	Female	30	4.09	.493	.090			

(Source: Iyitoglu & Aydin, 2015. p. 6)

Besides, according to the results could be claimed, that students, who use problem-solving and support reading strategies during the reading process get more positive results than ones who don't use it. These researchers also investigated the correlation between multiple intelligences and reading strategy use and the measure of success in comprehension. They use "Pearson Product Moment Correlations" which measures the degree of correlation between two variables and tries to draw a line of best fit through the data of them. The results of the above-mentioned investigations revealed, that a significant relationship between strategies and intelligence. Participants' use of the global reading strategy was found to have a positive correlation with naturalistic, musical, intrapersonal, and visual intelligence.

Table 4 Pearson Product Moment Correlations for Reading Strategies & MI

		Natur.	Music.	Logic.	Intra.	Kinast.	Verbal	Inter.	Visual
Global	<i>Pearson Cor.</i>	.358**	.420**	.131	.529**	.084	.190	.112	.360**
	<i>P</i>	.005	.001	.320	.000	.523	.145	.393	.005
	<i>N</i>	60	60	60	60	60	60	60	60
Support	<i>Pearson Cor.</i>	.090	.217	-.022	.375**	.032	.216	-.152	.122
	<i>P</i>	.492	.096	.868	.003	.808	.098	.246	.354
	<i>N</i>	60	60	60	60	60	60	60	60
Problem	<i>Pearson Cor.</i>	.216	.245	.240	.256*	.083	.333**	-.009	.233
	<i>P</i>	.097	.059	.065	.049	.527	.009	.947	.074
	<i>N</i>	60	60	60	60	60	60	60	60

(Source: Iyitoglu & Aydin, 2015. p. 7)

Accordingly, this study reveals, that the reading strategy use of successful EFL readers is dependent on dominance in some certain types of MIs. For more clearance, students who own intrapersonal and verbal intelligence were dominantly more successful in EFL reading than students, who are interpersonal ones. Meanwhile, teachers need to think about offering students materials, which will be appropriate for multiple intelligence and not for only one or two.

Gutiérrez Martínez and Ruiz de Zarobe (2017) investigated the different fields and they compared metacognitive reading strategy effectiveness and benefits of its concept between CLIL and EFL primary school students. The purpose of the research was to investigate metacognitive reading strategy effectiveness on primary level students (CLIL and EFL). So, the authors chose four, experimental and control groups (two CLIL and EFL). The result revealed, that the reading instruction has a significant impact on both the CLIL and EFL experimental groups when compared to the control groups.

Accordingly, based on the above-mentioned researches I can conclude, strategy use is a powerful tool in L1, L2 of CLIL classrooms not only to improve students' reading competence but also to help them become independent readers. Alenizi and Alanazi (2016) planned a meaningful research to investigate the effectiveness of using metacognitive strategies on elementary level school children's reading skills in the Kingdom of Saudi Arabia for the academic year 2014-2016. In the research 65, elementary level pupils took parts and they were divided into control and test groups. Among other items, the researchers tried to find out how effective is to use a program based on metacognitive strategies in developing reading skills for elementary-level pupils. After analyzing pre-tests' and post- tests' dates of both groups, it is clear, that means and T Value has statistical significance at the significance level and positive results are for experimental groups as well.

Table 4. Post-measurement independent sample T Test results

Group	Average	Standard Deviation	T Value	Degree of Freedom	Statistical Significance
Control	78.53	6.48	2.77	63	0.01
Test	83.40	7.51			

(Source: Alenizi & Alanazi, 2016. p. 221)

Meanwhile, this means, that even in elementary level L1 students, metacognitive reading strategies could have positive effects and it is teachable. Besides, at the end of this article, the authors claim, that it isn't enough to distribute only knowledge and strategies of metacognition, but also it is significant to train them in practical situations. Moreover, after discussing the results of different grades from different countries, it can be concluded, that despite less disparity of some insignificant issues metacognitive reading strategies work positively on every students' success.

Correlation between Metacognitive Reading Strategy Awareness and Teaching Reading

The results of the analysis above reveal that a correlation between metacognitive reading strategies and teaching reading exists. The findings I have discussed above is in line with many researches about relationship of metacognitive reading strategies and teaching reading. For example, Ismirawati et al. (2020) investigated this correlation by using Pearson Product Moment Correlation. The results proved, that there is a positive correlation between metacognitive skills and cognitive learning results. These authors also speak about being their investigations lined in findings of Kristiani, 2009, (as cited in Ismirawati et al., 2020); Singh, 2012, (as cited in Ismirawati et al., 2020); Bogdanovic et al., 2015, (as cited in Ismirawati. et al., 2020). All of these authors claim that metacognitive skills have a positive and significant correlation with learning results in the teaching process.

Discussion

The above-discussed findings figured out, that metacognitive strategies are really helpful in the learning process. This statement is proved by many investigations conducted in the last years. (Anderson, 1991; Phatiki, 2003; Zenotz, 2012, as cited in Gutiérrez Martínez & Ruiz de Zarobe, 2017). The majority of the studies I've discussed here are lined in findings of Anderson 2002, (as cited in Nejad & Mahmoodi-Shahrehabaki, 2015), where the researcher claims that students, who use regularly metacognitive skills have better academic performance in reading comprehension tasks. Thus, after analyzing the finding of several investigations it becomes clear, that the metacognitive strategy instruction affects the improvement of students' reading comprehension performance. This statement is lined in Muhid et al. (2020). As for above-mentioned problem-solving skills and its positive effect on reading, there are some other researches which are lined in, for example, Lucangeli, Coi, and Bosco (1997 as cited in Cornoldi et al., 2015), who investigated fifth-grade students' cases with poor problem-solving skills and discovered, that they had a weaker metacognitive awareness than good problem solvers. Roeyers and De Clercq, (2003, as cited in Cornoldi et al., 2015), claims, the academic performance in problem solving strategy use can be improved by focusing on metacognition. To find consistent researches about the gender issue while using metacognitive strategies, I tried to find some similar scholars which have searched about gender difference. So, Ghonsooly and Loghmani (2012) revealed that female EFL learners used reading strategies more regularly than male participants and their mean scores in all three subcategories: Global, Problem-solving, and Support Reading Strategies, were higher than male participants. To summarize the results of several types of research I can conclude, that except of some gender issues, students' metacognitive strategy use has no significant difference in elementary, sixth, eighth, tenth, eleventh and twelfth grades. The metacognitive reading strategy awareness has a positive effect on students' reading skills and it is teachable even at the elementary level.

Conclusion and implementation

Reading comprehension is significant for students to master in reading, especially when they are EFL learners. Teachers need to think about this huge significance and reconstruct their syllabuses in the way they could train their students in metacognitive strategy use. Moreover, students could face some misunderstandings with recognizing meaning of the texts they read. As the above-mentioned studies (e.g. Ahmadi et al., 2013) proved, metacognitive reading strategy is one of the meaningful factors to facilitate students' reading comprehension. It can be concluded that schools need to actively improve metacognitive reading strategies among all students. Most of the researches reveal, that metacognitive reading strategy awareness has positive effects on both, achievements in reading and improving one's reading comprehension skill. This study shares the idea about the benefits of metacognitive reading strategy use and discusses this one as an important tool to enhance students' reading comprehension. According to this study could be said, that practicing can become students as successful readers, not only theoretical teaching. However, even nowadays, it is still a big challenge for teachers to practice metacognitive strategy conventionally. But it is significant for teaching reading to L1 or EFL students as it is the most effective. So, based on the results of this study, the following key results can be summarized here: 1) Students who use metacognitive reading strategy in their reading process are more

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successful than students who do not. 2) There is a positive correlation between the usage of cognitive and metacognitive strategies, and it doesn't matter if the student is good or poor readers. It means that more cognitive and metacognitive strategies should be taught and implement. Accordingly, for future implementation teachers can help learners use different metacognitive strategies to facilitate their language learning.

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Allusions to “Tannhäuser” Showing the Theme of Redemption in Oscar Wilde’s Works**Lela Ebralidze*****Abstract**

Oscar Wilde, an Irish poet, playwright, novelist and critic, known as the leader of the late 19th century aesthetic movement associated with the slogan “art for art’s sake”, can be seen as a controversial figure. Paradox, the most distinctive aspect of Wilde’s style, was also characteristic of his personality. The extravagant dandy ridiculing the Victorian morality, who ended up in prison for “gross indecency”, was also the author of poignant fairy tales preaching Christian ideals. He combined shocking cynicism of a hedonist pursuing beauty and pleasure with deep sympathy for the poor and faith in love. Many of Oscar Wilde’s works contain Biblical allusions, particularly allusions to the Christ. Redemption through love and death is the recurring motif in his writings. The purpose of the present paper is to study Wilde’s allusions to Richard Wagner’s opera *Tannhäuser* (1845) based on the legend about the mediaeval German minstrel *Tannhäuser* and the tale about the Wartburg Song Contest. A number of works including fairy tales *The Selfish Giant*, *The Young King*, *The Fisherman and His Soul*, the humorous short story *The Canterville Ghost*, and the poem *The Ballad of Reading Gaol*, introduce the main hero who receives God’s forgiveness for his self-indulgence or sins shown by making a dry tree, staff or thorn blossom. Allusions to Wagner’s *Tannhäuser* can be found in the novel *The Picture of Dorian Gray* as well. Considering the motifs of repentance and redemption, the portrait of Oscar Wilde, the author ostracized from society, seems different.

Key words: *allusions, paradox, motif, Christian, redemption, blossom.*

Introduction

Perhaps more than any other author, Oscar Wilde is associated with Théophile Gautier’s famous maxim “art for art’s sake” suggesting that art’s only function is to create beauty and it does not need to be instructive or didactic. Indeed, the mentioned aesthetic movement was not only reflected in literary works of the famous dramatist, poet and novelist, but his lifestyle as well. One could say that Oscar Wilde was the living embodiment of the mentioned doctrine. He is generally described as the most notorious dandy of his time, who was also a rebel challenging the puritan beliefs and values of the Victorian period. Oscar Wilde was the setter of fashion and one of the most desirable guests in London society, admired for his brilliant witticisms and acute intellect, the author of “*The Picture of Dorian Gray*” and “*The Importance of Being Earnest*”, which earned him a solid literary reputation. However, having reached the climax of his literary career, he was sentenced to three years imprisonment for illegal homosexual activity and soon after his release from prison, at the age of 46, died a physically and morally ruined man.

Interestingly, Oscar Wilde is mostly represented as a selfish, immoral and even demonic hedonist obsessed with elegance and beauty (Pearce, 2015). It was not by chance, that speaking about him, in the first place I mentioned “*The Picture of Dorian Gray*” and “*The Importance of Being Earnest*”. These are the two works Wilde’s name and fame are most frequently associated with, but his more moral creations, including his fairy tales, which demonstrate his moral dimension, get far less attention (Nassaar, 1974: 360–363).

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Oscar Wilde's Fairy Tales

Unlike "The Picture of Dorian Gray", the two collections of Wilde's tales – "The Happy Prince and Other Tales" (1888) and "A House of Pomegranates" (1891) did not raise a furor, maybe because they were not scandalous or funny.

The tales are different from Wilde's popular gothic novel or comedies. Some of them, e.g. "The Happy Prince" and "The Nightingale and the Rose" deal with self-sacrifice for love. In the tales "The Devoted Friend", "The Birthday of the Infanta" and "The Remarkable Rocket" the author exposes and criticizes the vices like selfishness, hypocrisy, arrogance, cruelty and vanity. Many of the tales feature the heroes who err and have to pay for their mistakes. Finally, repentance for their sins brings them forgiveness and blessing. The Selfish Giant does not permit children to play in his beautiful garden. As a punishment for him, spring never comes to his garden, only cold wind and frost reign there. As soon as the giant regrets being selfish and lets the children in, he is rewarded by God. The Star-Child, who rejects his own mother, suffers terribly. Finally, the evil boy transformed into a virtuous person, is forgiven by his parents and finds happiness. The Young King obsessed with wealth and beauty realizes how vain he has been and after he refuses to accept the luxury items gained at the cost of poor people's lives, he is blessed by God. The "Fisherman and His Soul" is the most complex of the tales, dealing with separation of body and soul. The hero of this tale gives up his soul for the sake of love. At the end of the story, his regret for his soul, which has become evil after parting with his body, and the grief for the lost love is so great, that he too is forgiven and blessed.

It is very important, that all the tales have one thing in common: they all condemn the evil and sympathize with those who are ready to sacrifice anything for love, who are kind and generous. On the other hand, the sinners who repent are forgiven and blessed. So, although through one of the characters of "The Devote Friend" Oscar Wilde noted that it is a dangerous thing to tell a story with a morale, all his tales are the stories with a morale, the Christian morale. Moreover, most of them contain Biblical allusions, namely the allusions to Christ. This is particularly apparent in "The Selfish Giant", "The Young King", and "The Star Child".

Speaking about gaining absolution for sins through redemption, one cannot ignore the reoccurring motif of God's forgiveness shown by making a dry tree or a stiff blossom. These are allusions to the legend of Tannhäuser, particularly Richard Wagner's opera "*Tannhäuser*" (1845). Apart from the fairy tales, this theme is present in the humorous short story "The *Canterville Ghost*" and the last literary work by Oscar Wilde – "The Ballad of Reading Goal" written after his release from prison. Moreover, the allusion to Tannhäuser is apparent in "The Picture of Dorian Gray" as well. Below I will quote the places containing the mentioned allusions, but before that, it would be appropriate to tell the story very briefly.

Tannhäuser

According to the folk ballad Tannhäuser was a medieval knight and a minstrel, whose songs made Venus, the Goddess of love, fall in love with him and offer him eternal life in Venusberg, her subterranean home. Having spent three years with the pagan goddess, Tannhäuser decided to travel to Rome to gain forgiveness of his sin from the Pope, but Pope Urban IV told him that it was impossible for him to receive absolution, just like for the papal staff to blossom. Three days after Tannhäuser's departure, the Pope's staff bloomed with flowers, but the minstrel had already returned to Venusberg.

The above legend about Tannhäuser inspired Richard Wagner to compose the opera "Tannhäuser" (the full title "Tannhäuser and Wartburg Song Contest") in three acts. The opera (1845) combined the folk ballad "Tannhäuser" with the tale of the Wartburg Song Contest. The additional theme introduced in the opera was Tannhäuser's sweetheart Elisabeth, who had been waiting for him while he was absorbed in the sinful pleasure in Venusberg.

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Elisabeth's father Landgrave Hermann held a song contest in Wartburg castle, announcing that the winner would become his daughter's husband. The subject of the song was the essence of love. To the surprise and disappointment of the audience, Tannhäuser began to sing about his sinful love for Venus. The shocked listeners wanted to banish him, but Elisabeth, though deeply hurt, defended him. Finally, Landgrave Hermann sent him to Rome to repent his action. Elisabeth waited for Tannhäuser for several months, and not finding him among the pilgrims coming back from Rome, died of a broken heart. Tannhäuser had been to Rome and seen the Pope, but had been told by him that his sin would not be forgiven until the papal staff blossomed. Shocked by Elisabeth's death, Tannhäuser also died. At the end of the story, a group of young pilgrims is seen carrying the Pope's staff covered with blossoms.

The struggle between sinful and sacred love ends in victory for the later. The hero of the story gains redemption through repentance and death.

Allusions to Tannhäuser in Oscar Wilde's literary works

In this chapter allusions to Tannhäuser are cited from different literary works by Oscar Wilde.

When spring finally came to the selfish giant's garden and all trees blossomed because children had climbed them, it was still winter in one corner of the garden. The little boy, through whom Wilde alluded to Christ, was standing there crying, because he could not reach up to the branches of the tree. ... "And the Giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round the Giant's neck, and kissed him." At the end of the tale, where the giant's death is described, the image of a tree covered with blossoms appears again, as the sign that God had blessed him for his kindness: "Who art thou?" said the Giant, and a strange awe fell on him, and he knelt before the little child. And the child smiled on the Giant, and said to him, "You let me play once in your garden, to-day you shall come with me to my garden, which is Paradise." And when the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms." (Wilde, 1979a, p.52)

"The Young King" is especially remarkable from the point of view of religious allusions. Realizing that the beautiful things of luxury he admired were gained through poor people's sufferings, the young king refused to accept the robe of tissue gold, the crown with rubies and the scepter with a pearl. Instead, he went to his coronation ceremony dressed in a leathern tunic and a rough sheepskin cloak, carrying a rude shepherd's staff and wearing a spray of wild briar on his head. In such outfit, he entered the church and prayed before the image of Christ ... "And lo! Through the painted windows came the sunlight streaming upon him, and the sunbeams wove round him a tissue robe that was fairer than the robe that had been fashioned for his pleasure. The dead staff blossomed, and bare lilies that were whiter than pearls. The dry thorn blossomed, and bare roses that were redder than rubies. Whiter than fine pearls were the lilies, and their stems were of bright silver. Redder than male rubies were the roses, and their leaves were of beaten gold." ... "And the people fell upon their knees in awe, and the nobles sheathed their swords and did homage, and the Bishop's face grew pale, and his hands trembled. «A greater than I hath crowned thee» he cried, and he knelt before him." (Wilde, 1979a, p.106).

A parallel could be drawn between this tale and "The Ballad of Reading Goal", the poem in which Wilde describes the horrors he had to endure in prison together with his inmates, including the man sentenced to death and executed during Wilde's term in prison. This quotation has been brought from Chapter IV:

They think a murderer's heart would taint

Each simple seed they sow.

It is not true! God's kindly earth

Is kindlier than men know,

And the red rose would but glow more red,

The white rose whiter blow.

Out of his mouth a red, red rose!

Out of his heart a white!

For who can say by what strange way,

Christ brings His will to light,

Since the barren staff the pilgrim bore

Bloomed in the great Pope's sight? (Wilde, 1979c, p.123)

The tale "The Fisherman and His Soul" deals with the theme of the body's separation with the soul as well as "The Picture of Dorian Gray." In the tale too, the allusions to "Tannhäuser" are impossible to overlook: the Priest refused to give blessing to the fisherman who was in love with the Mermaid, telling him that "The love of the body is vile," ... "and vile and evil are the pagan things God suffers to wander through His world." (Wilde, 1979a, p.138). Later, seeing the dead Fisherman and the Mermaid, he cursed the sea instead of blessing and ordered their bodies to be buried in the corner of the Fullers' Field.

"And when the third year was over, and on a day that was a holy day, the Priest went up to the chapel, that he might show to the people the wounds of the Lord, and speak to them about the wrath of God." ... "And when he ... entered in and bowed himself before the altar, he saw that the altar was covered with strange flowers that never had he seen before. Strange were they to look at, and of curious beauty, and their beauty troubled him, and their odour was sweet in his nostrils." "... he began to speak to the people, desiring to speak to them of the wrath of God. But the beauty of the white flowers troubled him... and he spake not of the wrath of God, but of the God whose name is Love." ... "And after that they had unrobed him, he looked at them and said, 'What are the flowers that stand on the altar, and whence do they come?' "And they answered him, 'What flowers they are we cannot tell, but they come from the corner of the Fullers' Field.'" (Wilde, 1979a, p.176)

The same motif occurs in the comico-horror story "The Canterville Ghost". The prophecy on the wall of the Canterville Chase haunted by the ghost of its owner's sinful ancestor, reads:

"When a golden girl can win

Prayer from out the lips of sin,

When the barren almond bears,

And a little child gives away its tears,

Then shall all the house be still

And peace come to Canterville." (Wilde, 1979b, p. 62)

Speaking about the allusions to Tannhäuser encountered in "The Picture of Dorian Gray", I would like to draw several parallels: charmed by Tannhäuser's songs, the goddess of love Venus offered him eternal life with her in Venusberg. The artist Basil Hallward fascinated by Dorian Gray's appearance made his beauty eternal through his art. Tannhäuser succumbed to the sinful pleasure and accepted the pagan Goddess's love, leaving behind his sweetheart, the pure maiden Elisabeth, who could not stand the loss

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of her love and died. Dorian Gray also destroyed his love - Sybil Vane committed a suicide after Dorian, having fallen under Lord Henry's influence, rejected her. Tannhäuser repented his sin and was forgiven by God. Dorian Gray lost his life because he had given up his soul, which, like the Fisherman's soul from the tale "The Fisherman and His Soul" became evil. It is remarkable, that finally, Dorian's wickedness showed itself through his distorted appearance, while the picture, symbolizing his soul, became pure and beautiful again. This can be understood as gaining absolution through death.

Conclusion

Finally, despite Oscar Wilde's witticisms and paradoxes, which sometimes sound cynical and shocking, and his scandalous friendship with the young Lord Alfred Douglas, a study of Oscar Wilde's life and literary works reveals his religiosity, sensitivity and fairness. What this great author challenged by his works and lifestyle was the hypocrisy of his contemporary society and not the Christian faith; he criticized and ridiculed *false prudence, marriages based on lies and Victorian morality, and not true friendship, love and Christian faith. The Biblical allusions used in his literary works that are imbued with love, compassion* for the sufferings of the oppressed, and the message he sends about the possibility of gaining absolution through repentance represent different aspects of Oscar Wilde's personality. It is hardly possible to combine the qualities like narcissism, hedonism, vanity and immorality with Catholic faith and Christian love and compassion for one's neighbor, so it may be concluded that the good qualities mentioned above were Oscar Wilde's true nature and his cynicism was "simply a pose" (Wilde, 1979b, p.83).

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

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

Key words: sociolinguistics, TEFL methods, language policy and planning, ideology in language education

Having taught Sociolinguistics to EFL teachers for years I got convinced that the fundamentals of the field are essential for any EFL/ESL instructor due to the unique status, unprecedented and unembraceable scale of spread and functionality, and almost fictional linguistic nature of modern English. However, reasons and rationale of mastering the above sphere obviously go beyond the boundaries of the target language.

Most of incumbent EFL teachers have never covered even an introductory course to Sociolinguistics, thus possess no competence in it. Left solely with faded knowledge of linguistics, they have to rely on their competence and performance in the target language which is not sufficient for proper language instruction.

Modern Linguistics in general refocused its attention towards Sociolinguistics since all the possible avenues of the former have supposedly been exhausted. Moreover, it was understood that the cabinet Linguistics has to give way to the field one, that any language has to be studied in vivo and in situ. Thus, modern emphasis on exploring interdependence between language and society in linguistic sciences consolidated previous sporadic researches of dialects, language and culture, mono-, bi-, multilingualism, creole and pidgin languages, language policy and planning, ethnography of speaking, etc. and introduced the cornerstone of Sociolinguistics- study of social varieties, speech communities, etc.

Many EFL/ESL teachers are familiar with the fascination which Linguistics had for them when exposed to it at all the levels of university language education. However, leaping into the world of TEFL requiring tremendous zeal and effort urges teachers to bid farewell to Linguistics, their initial interest starts dwindling, ultimately leaving teachers with obscured beyond recognition knowledge of the field. In this respect it is noteworthy to remember Lennon's (1988) research article "The Linguist and the Language Teacher: Love at First Sight or the End of the Honeymoon", even from the title it is clear that however mesmerizing the field is for teachers of any language from the start, equally fast they have to part with it. Moreover, the researcher states that language teachers find it complicated or altogether fail to apply linguistic knowledge in language classrooms, thus, there is a significant contradiction between what is preached in Linguistics and what is taught in language classrooms.

Without systematic comprehension of extremely diversified and monstrous nature of modern English with inherent insurmountable difficulties for mastering it, no EFL/ESL teacher would dodge serious errors in practice. How to perceive and then teach English- as a sum of varieties or as a definite version out of them- this is one of the many issues in TEFL. It is crucial for teachers to realize how the language has morphed itself into a gigantic balloon, first of all, with the vastest word stock any

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language has ever had, embracing multiple variables of the same linguistic items- whether phonological, morphological, lexical or syntactic, being on the verge of bursting into separate languages as Latin once did. Metalinguistic awareness of the above issues is obligatory for EFL teachers.

EFL/ESL teachers no matter where and whom they teach inadvertently are part of language policy implemented in the country they teach. Thus, cognizance of procedures and specificities of language policy and planning, whether implicit or explicit, is highly desirable as they are closely connected with ideology, hegemony, power issues, and may deliberately or involuntarily transmute into discrimination or unfavorable practices for certain groups of learners representing definite races, religions, ethnicities, in most cases, minorities. Awareness of the policy in action is a must as a teacher may strongly oppose it and may give up a job or alter teaching practices in order not to perpetuate or strengthen the trend s/he considers unjust and even inhumane, it especially concerns governmental decisions to accelerate language shift in a bilingual community towards a larger code at the expense of diminishing a lower vernacular code existing in an asymmetrical hierarchy with a standard one (Hornberger & McKay, 2010).

Connected with the above are issues of mono-, bi- and multilingualism, creole and pidgin languages, diaglossia and code-switching. EFL teachers are obliged to know what the language situation in the country they teach is, how languages are positioned in terms of standardization, official status, dominance, etc., how code(s) are distributed functionally and according to domains, how the existing situation evolved whether politically or historically. Knowing psychological and cognitive nuances of bi- and multilingualism are noteworthy as well since they provide answers to many issues unsolved in language classrooms. How bilingual learners are different from monolinguals, why they code-switch, what types of bilinguals can be discerned and whether they require a specific approach - clues to these issues can be found in Sociolinguistics.

The notion of speech community is the pillar of Sociolinguistics, it reveals how we, communicating humans, are seeded into communities and networks in terms of code(s) we speak and rules and norms we share with our peers concerning using these codes, what sort of influence such groups have on us and what impact we have on others, etc. Language classroom in which we gather with more or less frequency every week forms a sort of a network into which each of us brings his/her verbal repertoire; thus teachers have to know a linguistic and social profile along with the background of every learner, as learners enter the classroom with absolutely contrasting profiles and aspirations. Since language and identity are intertwined notions, it is helpful for better language teaching practices to find out to which speech communities learners belong and to what sort of verbal and non-verbal communication practices they are accustomed. This sort of awareness assists in more cautious approach to learners as without it we may inadvertently insult their ethnic, racial, social, etc. pride. Moreover, a learner's verbal repertoire in the target language must also be scrutinized, i.e., how much equally and fully a learner has developed domain-related language proficiency and all language skills.

In any language classroom, as in any form of human communication, accommodation takes place, though the process may be diametrically different, in some cases we converge, in some - diverge. How do L2 learners behave and why, do they accommodate towards classmates and teacher or not- awareness in this respect is essential. For flexible language instruction modern language teacher have to understand that learners with their unique idiolects and verbal repertoires cannot without coercion be succumbed to the uniformity of language teaching which is a widespread phenomenon due to the straightforward usage of TEFL textbooks, language curricula and modern FL methods and approaches. Moreover, the fact that there exists no homogeneous society and hence, speech community, teaching and expecting homogeneous outcomes of language education is neither feasible nor recommended.

Research methods of Sociolinguistics, sociolinguistic interviews, surveys, observations plus, ethnographic observations, discourse analysis tools can be and must be efficiently transferred to and applied in EFL classrooms; on the one hand, they are perfect tools of assessing L2 learners, on the other hand, they can be organized as communicative activities, exercises and tests.

Common European Framework of Reference for Languages (CEFR) clearly states that in L2 learners sociolinguistic competence must be developed. "Sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence"(CEFR, 2001, p.13).

Despite the modern global villagers gravitating towards each other and approximating their everyday practices (thus facilitating for FL learners to easily grasp communicative conventions of the target language) languages still vary more or less from community to community in terms of sociolinguistic competence. Therefore, besides knowing and being able to impart such competences as part of communicative competence (umbrella term encompassing all the skills and competences for proper interaction) in the target language, teachers must have at least superficial knowledge of Pragmatics, namely, of Speech Act Theory and Politeness Theory as pragmatic theories govern conventions of verbal and non-verbal communication in any language, and enable constructing and conveying social meaning which ideally is the foremost purpose of language education, e.g., to teach address forms in EFL, teachers themselves must know how this system is organized in languages in general and in this particular one based on its native speakers' cultural and social peculiarities.

As cultural peculiarities were mentioned, it is important to have general background knowledge concerning interdependence between culture and language, language and thinking and the most prominent theories of language and culture, e.g., Sapir-Whorf Hypothesis. How can such competences be transferred into the language classroom? For instance, when teaching culture-specific vocabulary: idioms, euphemisms, taboo words, etc., there naturally emerge discrepancies between L1 and L2 words in terms of concepts behind them and prototypes behind concepts; thus EFL teachers have to deal with two or more languages representing in their most optimistic expectations common European cultures with many overlapping between concepts (facilitating their job) and yet with some mismatches (complicating teacher's work). Far more intricate cognizance is needed when two or more languages at disposal in the classroom are greatly distanced in terms of cultures.

Special caution and high awareness when dealing with gender and genderlect issues in EFL classrooms are the prerequisites of appropriate language education. Gender studies are in such a whirlwind nowadays and resulting as a consequence alterations in the English language are so much unpredictable that even a brand new book on Sociolinguistics and gender studies has signs of obsolesce. Therefore, EFL teachers have to renew their knowledge in this respect in order to teach the language according to the new trends and tendencies.

Along with metalinguistic awareness, EFL teachers need critical language awareness, this is the new area of study which "...highlights how language conventions and language practices are invested with power relations and ideological processes which people are unaware of" (Fairclough, 2013, p.7). This type of awareness elucidates which mode of language instruction empowers the learner or delimits his/her future opportunities, in order not to indoctrinate students through the language incorrectly, not to impose upon them a facet of identity (as any language a person knows is part of his/her identity) which will hinder their subsequent development or will temporarily enhance their prospects, however, dire consequences of wrong values instilled will emerge later. Thus, decisions to which version of English to stick in one's teaching to Ivanka Trump's exemplary English or to "real talk" have to be made with competence (Hornberger & McKay, 2010).

To sum up, the above and many other issues in Sociolinguistics are essential and have to be taken into account for proper and successful EFL teaching and learning processes in the modern globalized world.

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Abstract

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

Key words: written translation, Non-NES, English syntax, syntactic constructions, teaching translating

1. Introduction

Translating from one language into another has always been a problematic issue. Languages representing significant syntactic discrepancies make written translation a formidable task with unavoidable pitfalls and challenges. When assessing the quality of a translated text, one of the foremost criteria is the maximal approximation of the produced text to the syntactic constructions and characteristics of the target language. Otherwise, translation is bound to produce an unfavorable impression on readers.

2. Literature review

There are many researches for revealing syntactic transformations in translation. In this respect Chesterman's (2000) propositions are most noteworthy. According to him, some of the strategies used in syntactic transfer from SL (source language) into TL (target language) are: literal translation, loan/calque, transposition, unit shift, phrase structure change, clause structure change, sentence group change, cohesion change, etc.

English is an analytic language – with both open and close class words almost stripped of cases and conjugation forms and mostly depending on the fixed order of words in a sentence for meaning expression. Reliance on syntax made the English language a very much affluent language with its sentence constructions. Thus, it is a prerequisite for a highly competent translator to be able to deftly apply a plethora of syntactic structures in his/her trade, in this mode making it truly English.

As the study concerns Georgian-English translations, it is worth mentioning that Georgian is a language diametrically different from English. It is heavily synthetic- consequently, morphology is the cornerstone of meaning expression with numerous conjugation and case transformations of words and a looser word order in a sentence.

The above does not entail that the two languages present absolute mismatches in terms of syntactic structures. It is truism to state that as both languages (as well as any language) are products of a human brain and communication experience, the flow of thoughts and speech which is reflected by sentence structures naturally demonstrates that there are many similarities across languages all over the world however varied they are with their typology (Wong, 2006).

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As a written form of expression is mostly found in formal register, it is further complicated by complex syntactic structures. Therefore, this medium of expression requires conscious competence of using a wide range of various constructions.

According to Wongranu (2017) most frequent in students' written translation are syntactic mistakes; he further suggests their 20 subcategories, e.g., mistakes and errors in word order, relative clauses, agreement, determiners, noun clauses, parallelism, etc.

3. Methodology

The research conducted aimed to disclose what sort of mistakes students mastering translation as their future profession and occupation make, what difficulties they experience, when translating texts of various registers from Georgian (their native tongue) into English. Furthermore, the conducted research aimed to apply various methods to eliminate students' mistakes during the mentioned period and observe how much efficient these methods and procedures can be.

Every week, during two semesters students were given written translation tasks. These assignments were observed and analyzed in order to reveal their syntactic errors and mistakes. Source texts included original ones from various registers, predominantly of formal style, and also separate sentences made up by the lecturers in order to understand how learners transform definite syntactic structures into the target language.

There were introduced some strategies of dealing with students' errors and mistakes. First, syntactic mistakes were corrected by means of various Word Document tools, additional comments were presented in comment boxes, and sample constructions were demonstrated as well. It is noteworthy that the students stated later that feedback provided in such a way was greatly helpful for them. Second, typical mistakes and errors were generalized and introduced to the whole group, and after due explanations and subsequent synthesizing by students, additional exercises and activities were done in the classroom with the purpose of mastering definite English syntactic structures.

4. Results, analysis and discussion

The following typical mistakes and errors made by the students have been revealed and systematized:

- The first typical mistake observed was blindly following the structure of the source language when translating and in this way getting an unnatural for the target language sentence construction, often with consequent partial loss of initial meaning as well.

-ელდინო საღარაძე ამბობს, რომ ზრუნავენ ბავშვებმა ისწავლონ ინგლისური, მაგრამ იმას არ ცდილობენ, რომ ქართული შეისწავლონ.

Eldino Sagaradze says that they take care of the children to learn English, but they do not try children to study Georgian.

-ის ქართველი მსმენელისთვის საყვარელი როკმუსმრულებელი არა მხოლოდ მისი პროფესიონალიზმითა და შემოქმედებით გახლავთ, არამედ იმიტაც, რომ იენმა ჩვენს ქვეყანაში, სვეტიცხოველში დაიწერა ჯვარი.

He is not the only favorite rock music performer for his fans because of his professionalism and creativity but also because Ian got married in our country, in Svetitskhoveli.

- Additional proof of the above observation is that in many cases punctuation of a translated text strictly follows conventions of Georgian syntax and punctuation, occasionally leading to meaning obscurity and deviation.

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-ჯანმო გვირჩევს, რომ გამოვიყენოთ პირბადე და დავიცვათ ორმეტრიანი დისტანცია.

World health organization (WHO) suggests, to wear with face mask and keep two meters' distance.

-ჩვენი ადმინისტრაცია გვთავაზობს, რომ სტუდენტებმა ჩააბარონ გამოცდა ონლაინ.

Our administration recommends, that students pass the exams online.

- Lacking knowledge of intricate and complicated English syntactic constructions and opting for a simple, often correct, however, unimpressive structure.

-სჯერათ, რომ ტრამპმა მოუწოდა თავის მომხრეებს შეჭრილიყვნენ კაპიტოლიუმში.

People believe that Trump was the one who called on his supporters to invade the Capitol.

-ჯანმო გვირჩევს, რომ ჩვენ გამოვიყენოთ პირბადე და დავიცვათ ორმეტრიანი დისტანცია.

WHO (World Health Organization) advises us to use a mask and keep a distance of two meters.

- Deviating from the fixed order of words in English which leads to various aberrations.

-მწერლის თქმით, პრინც ჩარლზს არ სურდა, რომ დაიანასთან ცხოვრება ტყუილით დაეწყო და სწორედ ამიტომ უთხრა სიმართლე.

According to the writer, Prince Charles did not want his life to start with a lie with Diana and that is why he told the truth to her.

-მაშინ მამაკაცმა საქმიანად მთხოვა, მიბრძანეთ, რამდენი უნდა მოგართვათო.

Then the man asked me efficiently, tell me how much should I pay.

-სურს ეს პროფესორს თუ არა, წერილები ლორენსო-მარკიზიდან მაინც მოდის და ამაზე მეტი საბუთი რაღად სჭირდება ადამიანს.

Professor whether wants or not, these letters are still coming from Lorenzo-Markish and there is no need of other evidence for any person.

- Lack of knowledge how to use ellipsis, substitution, and referencing for making English sentences duly laconic and cohesive.

-ჩვენ გირჩევთ, რომ ძირითად ფეხსაცმელთან ერთად, თან იქონიოთ მეორე, მეტად კომფორტული ფეხსაცმელი.

We recommend that you bring a second, more comfortable pair of shoes with the basic shoes.

-იქ ესპანეთის ომის ამბებიცაა ჩამატებული. ის ფილმი რომ ვნახე, მერე კიდევ ვცდილობდი "კილიმანჯაროს" წაკითხვას და მაინც არაფერი გამომივიდა.

The stories about the Spanish Wars are also included in it. When I watched that movie, I tried to read "Kilimanjaro" but still I could not manage to read it.

- Using cumbersome complex and compound sentences instead of breaking them down into two or more simple ones and by doing so improving the style of writing.

-ალბათ ასეც იყო მოსკოვში, მოსკოველმა რაჭველებმა, ნეპალისკენ გზა რომ დამილოცეს და ერთი კი გაიკვირვეს – რაზე მიდიხარო, რაჭულადვე შევეცადე პასუხი გამეცა და ამასობაში ჩემი წასვლის დროც მოვიდა.

Probably so was in Moscow too, Rachvelis (Racha - one of the regions of Georgia) from Moscow blessed me on my way to Nepal and they were even surprised -they wondered why I was going, I tried to answer in Rachuli way, and meanwhile the time for me to leave came.

- As a result of being accustomed to the synthetic fabric of the Georgian language, omitting grammatical words which contribute to the completion of meaning and assuming that separate lexical words (without any change) are able to lift the burden of conjugation and cases.

-მომიბოდიშეს და გამომეთხოვნენ.

They apologized and took leave.

-საგაზაფხულო კარანტინის გამო, ქორწილების სეზონი მხოლოდ ზაფხულის შუა რიცხვებში აღდგა.

Due to the spring quarantine, the wedding season only resumed in the mid-summer.

The conducted work (mentioned in the methodology part above) led to the significant improvement of the students' usage of English syntactic structures, and as a result, to overall enhancement of writing ability and translation competence. The data and two figures below demonstrate the mentioned trend.

The average number of mistakes during the first term was 4.20, whereas in the second one-1.50; we further subdivided each term into two parts and compared the data- on average 5.1 mistakes during the first part of term 1; and 3.2 in another half; while the second term yielded the following outcome- 2.3 mistakes on average in the first part of term 2; and 0.6- throughout the second half of it.

Figure 1-Students' syntactic mistakes in written translation during the first term

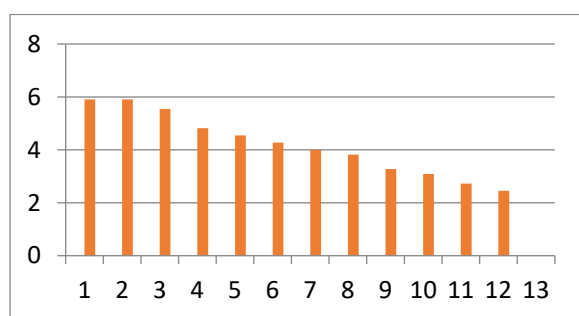
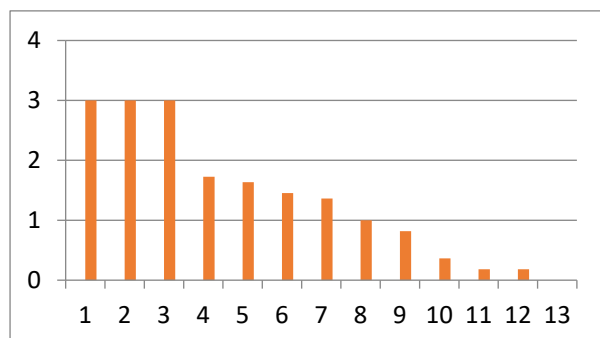


Figure 2- Students' syntactic mistakes in written translation during the second term



Since researches concerning the presented topic are scarce, it is urgent and essential to conduct studies of a wider scale to deeper understand the problem, its causes and to elaborate a more systematic model of mastering English syntactic structures by non-NES learners in general and by translation studies students in particular.

5. Conclusion and Recommendations

The conducted research led to the conclusion that special attention and observation are required for more accurate understanding syntactic failures and difficulties Non-NES translation studies students have in their written translation. Typical mistakes must be

pinpointed and generalized for the purpose of planning activities and compiling efficient activities and exercises for their reduction. The presented research proved correctness of the above proposition.

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Challenges in Teaching Aviation English and Radio Phraseology at Undergraduate Level

Elizaveta Dalakishvili*

Abstract

Nowadays the field of teaching English for Specific Purposes (ESP) is widely spread all over the world including various branches like English for aviation. A lot of international organizations are working on the issues of the accidents and incidents. It takes a lot of time and effort to find out the main cause of disaster or failure: whether it was human factor, a technical failure or a construction error. They never give up before figuring out the solution, as their primary goal is safety. It is one of the complicated types of a job full of responsibilities where everyone is working in coordination with each other and following the instructions and regulations given by the international organizations. The current paper is linked with learning aviation English, which needs improvement, especially in our country, Georgia. The problems experienced in teaching technical phraseology arise from the essence of teaching English for specific purposes to English as a foreign language students. This paper aims at discussing the challenges in teaching aviation English and radio phraseology at undergraduate level and takes them into consideration while working on the syllabus or/and an educational program, which can help reduce the encountered issues.

Key words: *English for Specific Purposes (ESP), Aviation English (AE), Radio Phraseology*

Introduction

Learning a foreign language has long been recognized as a key element for the development of today's knowledge society. One of the benefits of learning a foreign language is the ability to communicate with it. Thus, successful communication leads to better consequences. Since English has been recognized as the lingua franca as an obvious key to international currencies in science, technology, and commerce, English language teaching (ELT) has played a significant role in all educational systems. For the same reason, English for specific purposes (ESP) has become an increasingly growing branch of English as a foreign language (EFL) that has established itself as a major force in English language teaching and study. The development of ESP in the late 1960s was not a planned and cohesive process, but rather a phenomenon that arose from the obvious necessity for businessmen to learn English in order to sell their goods, mechanics who wanted to read their English-language instruction manuals, engineers who wanted to catch up with the latest technological innovations in their field, programmed in English, pilots who struggled to expose radiotelephony communications in English and educators in all these disciplines who had to study their textbooks available only in English. The awareness that the interests and purposes of the learners in learning English shape the very foundation of ESP that specifies what is learned and how it is taught can be clearly expressed from the emergence of ESP. In other words, ESP's basic principle defines the subject material and technique by which English is taught. "Tell me what you need English for, and I'll tell you the English you need" (Hutchinson, Waters, & Swan, 1987, p. 8).

The aviation industry is rapidly expanding and a sophisticated range of techniques is being used to ensure aircraft operations are safe. Despite significant attempts to upgrade aircraft systems, repair facilities, airports, and navigation aids, the aviation industry continues to face aviation safety issues, including fatal air crashes. Miscommunication has become one of the serious causes that

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has led to this problem. Poor communication, especially between pilots and air traffic controllers, are a major factor in the high number of fatal aviation accidents (Kanki, 2019). These difficulties are even worse for non-native English-speaking pilots and controllers, since they have the major challenge of miscommunication and confusion when dealing with one another (Said, 2011). Communication in aircraft operations is mostly based on English, and Aviation English is a specialized subset of English that is specifically applicable to aviation, like all other fields of science, is a common thing, which does not belong to any one country or society. Correspondingly, apart from cultural and linguistic differences, the radiotelephony language is based on English as a common lingua franca.

Aviation English is more than technical phraseology and it is used for radiotelephony communications for a safety flight procedures. All aviation industry professionals, including pilots, co-pilots, flight attendants, air traffic controllers, mechanics, engineers, flight dispatchers, and ground personnel, including managers and officials, must learn this specific subset of English in order to ensure aviation safety (Krifka, Martens, & Schwarz, 2003).

Pilots and air traffic controllers communicate through radiotelephony with normal phraseology at the core and functional exchanges in plain English where phraseology is insufficient. This type of radiotelephonic communication is used primarily for air-ground communication to steer, navigate, advise, inquire, ask and respond during the whole flight and not only (Alderson, 2009). However, miscommunication of phraseology can be caused by a misinterpretation of pronunciation by one of the communicators, especially if one or both of them have a regional or nonnative English accent. Moreover, in unexpected circumstances, such as emergencies, more serious miscommunications may occur, especially when immediate measures or important data is needed, and one of the interlocutors is under extreme emotional distress. It is a great challenge and high responsibility to handle with the situation and follow the checklist, inform the air traffic controller, ask for assistance, briefly and clearly explain the situation about the emergency. It could be caused by too many reasons such as severe weather conditions, depressurization, fire on board, birds strike, engine or technical failure conditions that could be unpredictable. Even though, participants can neglect or refuse phraseology in an emergency and use plain English to communicate clearly in order to overcome the difficulties and handle with the situation.

The Importance of Technical Communicative Competence in ESP and Radio Phraseology

Learning a language involves more than just memorizing its grammar; it also requires learning vocabulary and using it effectively in communication. In other words: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972, p.111). For this reason, vocabulary activities have to be taken into consideration by the aviation English instructors while working on the program syllabus. Besides that, they should practice more synonyms and phrases, so that the learners could understand its importance. Though, effective usage of language is needed for proper vocabulary learning. In ESP, language acquisition is also the most important aspect of better language learning. Standard phraseology is essential for learners' material comprehension and they would not be able to fully comprehend and benefit from a textbook chapter or reading selection if the main technical words have not been clarified beforehand (Hambrecht, Compton, & Hilton, 1983). Technical terminology refers to a field of standard phraseology which are introduced to learners, so that they can effectively use them without confusion. The content will become more impossible for students to understand if the objective language is not presented earlier. Regardless of how much time teachers dedicate to vocabulary training, teaching the meaning and use of technical vocabulary contributes significantly to the subject area learning. Phraseology represents a set of standard words and phrases that are commonly acknowledged for use in radiotelephony communication. It involves all routine situations and can be considered as an example of language for specific purposes (Wang, 2011). Since students' word comprehension affects their achievement in all technical areas and to communicate information in general, aviation English vocabulary can be considered as a major barrier to students' progress in English for Specific Academic Purposes (ESAP). The enhancement of students' communicative skills, as well as their

knowledge with aviation definitions and vocabulary are crucial in avoiding and overcoming confusions. For this reason, aviation English instructors have to take into consideration the impact of teaching and learning standard phraseology used by radio telephony communication and the focus is basically on the language. However, the major issue here, according to Fiona A Robertson, the ex-president of International Civil Aviation Organization (ICAO), is how much familiarity the English teachers have with the field of aviation. In addition, the field of study for teachers is language, not aviation filed technically. As a result, it is reasonable for teachers with little aviation experience to be concerned about losing credibility, particularly when working with trainees who are new to the job. Instructor's job is "to apply English lexicology into aeronautical vocabulary sorting and teaching in the context of aeronautical English and to explain certain terminologies or phraseologies in a specifically chosen context that he has comprehended" (Wang, 2011, p. 48). Subsequently, Fiona A Robertson recognized the necessity of pronunciation practice as an integral element of any aviation training. She made the argument that poor pronunciation and oral comprehension are tightly connected, since anyone who mispronounces would have comprehension difficulties. She also states that correct accentuation of longer words is essential for comprehensibility of aviation texts and for understanding spoken English in radiotelephony conversations. For the same reason, while working on the aviation syllabus phonetics have to be one of the basic components while training pilots and air traffic controllers. Learners would be able to cope with the pronunciation problems caused by phonetic difference between their native language and English (Wang, 2007). According to Wang (2007), learners will enjoy studying aviation vocabulary with the proper use of learning strategies, classroom activities and effective teaching. In addition to it, motivating learners to make their own linguistic correlations while studying new vocabulary will improve their speaking skills, which is essential during communication.

The necessity of English in aerospace industry

Almost every discipline has its own 'terminology', or specialized words and phrases that are used in daily operations. The terms used in the aviation industry, on the other hand, can be much more difficult and confusing, as well as highly critical for comprehension. Therefore, the requirement for ESP in the aviation industry has significantly increased in recent years and the ability to communicate in English has become a necessity for personal success. English plays an essential part in coordination between pilots and air traffic controllers even though they have never spoken face to face and communicated through radiotelephony. As Smith states "English is often claimed to be the international language for international radio communication" (Smith & Ward, 2000, p. 52). However, it is important to note that English language challenges have played a key role in a number of aviation accidents. It was stated that phraseology, which is sufficient to offer optimal clarification and readability in conversation is only used for exchange in routine contexts, and that this forms a significant obstacle to successful communication, but it is insufficient in non-routine conditions. For the same reason, the International Civil Aviation Organization (ICAO) has developed new basic English language proficiency standards for pilots and air traffic controllers all over the world in order to deal with miscomprehension caused by the lack of English language knowledge. ICAO is a division of the United Nations that regulates aviation world - wide. It develops guidelines and techniques of air navigation, such as meteorology, radio transmission, and laws of the air and sets and tests international regulations for the licensing of personal and flight procedures (Day, 2002). These new regulations were created to address miscommunication issues caused by a lack of English language skills among pilots and air traffic controllers, who are participants in radio communication (ICAO, 2007). Consequently, ICAO implemented language proficiency requirements for pilots and air traffic controllers in international operations. Since English has been recognized as the official language for international aviation, ICAO requires that all pilots and air traffic controllers show a Level 4 proficiency in the language and proposes that English being accessible at all control facilities handling international flights. ICAO published a series of holistic definitions that outline the plain English criteria for proficient speakers as shown below (ICAO, 2009a):

1. Communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations;

2. Communicate in common, concrete and work-related topics with accuracy and clarity;
3. Use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstanding; for example, to check, confirm, or clarify information in general or work-related context;
4. Handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occur within a context of a routine work situation or communicative task with which they are otherwise familiar and use a dialect or accent, which is intelligible to the aeronautical community (Mekkaoui & Mouhadjer, 2019).

ICAO claims that enhancing communication between pilots and air traffic controllers can help reduce incidents where a lack of proficiency can play a role. (ICAO, 2009b).

Challenges

Instructors Lack of Experience in Teaching Aviation English

Increased cognitive skills in work environments, a correlation between content and general language acquisition, and regular material improvement are the most important key factors in ESP teaching methods (Nunan, 1987). The implementation of such a design is highly reliant on qualified instructors. According to Master (2005), teacher's content knowledge is a barrier in teaching ESP. However, general English teachers are expected to receive further training in order to become ESP teachers (Strevens, 1988).

The demand for aviation English teachers and trained language teachers in the specialization of aviation will rise as the awareness of aviation language learning grows, as will the implementation of ICAO requirements and guidelines. In fact, ESP instructors serve as a tutor, course planner, materials supplier, partner (with subject specialists), researcher, and evaluator of classes, materials, and student learning in a variety of capacities (Dudley-Evans, St John & Saint John, 1998). By coordinating with subject matter specialists, ESP teachers may gain realistic feedback in the specific content field International Black Sea University, Georgia

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. So, when it applies to aviation English teachers, they would behave more like field specialists than English instructors. Additionally, since the curriculum is constantly reviewed and modified in response to student input, English teachers are required to serve as syllabus authors, materials engineers, and monitoring specialists in order to meet the new requirements and standards. Aviation is a field which is studying on its own mistakes so every miscommunication or the incident caused by the proficiency of English language is investigated and checked in order not to experience it any more.

Students' incompetence in English Language

It is well recognized that nonnative pilots and air traffic controllers' communication failure may lead to critical misinterpretations in radiotelephony exchanges during actual flight activities. Incompetence of language that specifically influences the comprehension of radio transmissions can also lead to fatal flight fatalities. Nonnative students' lack of a clear language experience not only makes it increasingly challenging to understand aviation messages, but it also causes other issues in teaching technical terminology in the target language, such as dizziness to other students who are qualified enough to acquire more. It may also lead to teachers wasting their scarce resources trying to bridge the distance between their students' various levels of English proficiency in the classroom.

Conclusion

As it was mentioned above aviation English curricula must be reviewed and modified on a regular basis to keep up with improvements in the aviation industry rules and regulations. As a result, English professors are supposed to be scholars, syllabus

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authors and evaluator of courses. They should take into consideration that aviation English students are expected to master not only aviation English, but also flight-related topics and material relevant to their future professional environments. So, ESP teachers are required to keep track of their students' learning progress and assist them in overcoming any obstacles they can encounter. As it was discussed above, the challenges related to teaching aviation English is firstly, lack of experience from aviation English instructors and the issues arising from the nature of aviation course programs. Secondly, the issues that emerge as a consequence of the students' language proficiency and encouragement. In order to overcome the challenges, instructors may visit a flight base for two to three days, along with a brief technical course in aviation phraseology, which will enable them to familiarize themselves with aviation terminology and make contact with the pilots who are the true experts in the area. While creating the aviation course syllabus and preparing the course schedule, the teachers can collaborate with the pilots, which allows for a more knowledgeable selection of material that is more relevant to students' personal preferences and desires as candidate pilots. Additional English classes can be planned by the teachers to provide the learners language proficiency. Thus, aviation lessons can be structured as a stand-alone course to increase student motivation to learn and become well-qualified and experienced pilot in future.

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The Language of Hate in Political Discourse (On The Examples of English Speaking and Georgian Politicians)

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Abstract

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

Key words: *the language of hate, freedom of expression, political discourse.*

Introduction

At the beginning of the 21st century, philosophers and scholars have agreed that after the defeat of ideological regimes, in many parts of the world, society recognizes democratic principles of governance as the only legitimate system of political power.

Modern democracy, in a broad sense, implies the coexistence of three essentially independent principles: the supremacy of the will of the people (elective government), constitutionalism, and rights of every individual. The implementation of the above two principles - electivity and sharing the power - may not in itself be sufficiently democratic. For the legitimacy of governance, if there are needs to be the guarantees for the protection of the individual's liberty, dignity and equality. The third essential principle of democracy is the recognition of individual freedom, dignity and equality as a privileged value. However, it seems to be very difficult to have a common knowledge what does individual freedom imply. People tend to forget that apart from rights we all have the responsibilities as well. And that concerns to politicians for sure as they are responsible for the welfare of their electorate.

Do politicians follow the rules of democracy? Do they care about what they say? These are the things linguists are interested in. The language they use can create public opinion or cause aggression.

Unfortunately, hate speech has become an inseparable part of present politics. Taking all above mentioned issue into account, we decided to study the language of Georgian and English speaking politicians in terms of democracy, in particular, in terms of freedom of expression and the language of hate. The aim of the paper is see how often politicians use the language of hate and to whom the language is addressed to in most cases. The data we looked at have shown many examples of violent language used

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by politicians that can easily cause aggression. All the examples of the brutal language shown in this paper belong to high-ranking politicians (Donald Trump (the President of the USA); Boris Johnson (the British Prime Minister); Mikheil Saakashvili (Former President of Georgia), Irakli Ghariashvili (Prime Minister of Georgia). The data was found at online transcript library, at bbc.com and civil.ge.

Methodology of the research is based on lingo-semiotic and anthropocentric-communicative methodology. That means to study political speeches through semantic (referential), syntactic (inter-linguistic) and pragmatic aspects. On the other hand, communicative intention and strategy of the speaker is also taken into account as well as his linguistic competence and socio-cultural background knowledge. The research is also based on analyses made by sociologists while referring to plenty more definitions of freedom of speech and hate speech.

Literature Review

In recent years, the number of scientific papers devoted to the study of different types of discourse has increased significantly. The concept of discourse has become more diverse and broad in understanding, which is due to the worldview of this or that author, the research methodology used by then. Therefore, most of the studies that fall within the framework of "discourse theory" provide us with the opportunity to judge and systematize the knowledge gained as a result of the conducted discourse-analysis. It is obvious that the concept of discourse is interdisciplinary in nature and is included in the study of scientific disciplines such as socio- and psycholinguistics, cognitive linguistics and text linguistics, rhetoric and stylistics.

Discussing discourse from a linguistic point of view is of particular interest, as discourse is a complex communication phenomenon that has a structured structure and relevant principles of organization that are presented differently in a particular socio-linguistic situation. A clear example of such a socio-linguistic situation is the different types of discourse, such as political, diplomatic, administrative, legal, military, pedagogical, religious, mystical, medical, business, advertising, sports, scientific, stage, mass-information, etc.

Given the current sociolinguistic research, political discourse (Baranov, 1998; Karasik, 2004; Chudinov 2007; Sheigal, 2004; etc.) is of particular interest, as the role of the media in the modern world grows and expands, political influence and manipulation of public opinion intensifies. The politicization of the society and political discourse have become an integral part of human life. Therefore, the analysis of political discourse enables us to study its internal structure, its true intention (i.e., everything that makes a political figure's speech and his intentions understandable), which is expressed in the public speeches of a politician.

Politics is becoming more and more dominating over ordinary people as it is associated with the governance of a country one lives in. Accordingly, many different sciences show their interest towards it to better understand the message the politicians send to their people. Thus, it is not surprising linguists study the language of the politicians and the speeches they make. As a rule, gaining political power in the modern world mainly is done through weapons and economic pressure, and it is strengthened through linguistic means. Verbal communication is of great importance. This is how political discourse has become the subject of interdisciplinary research in the II half of the XX c. However, political discourse is not a new concept. Even in the classical period, orators used language to persuade the masses. Nowadays linguistics, politics, history, statistics, sociology, communication theory, socio-linguistics, psychology, argumentation theories, anthropology study it from different angles. There are two understandings of political discourse: in a broad sense, political discourse is defined as publicistic language. Kirvalidze (2016) cites Landsher's paper 'The Political Rhetoric of United Europe', according to which, as virtually every public speech has a political connotation, political discourse can be viewed as publicistic language generally used in the socio-political sphere of relations.

According to Van Dijk (2004, 2002, 1997; 1998), political discourse is defined as a genre confined to the political sphere, with a specific linguistic thesaurus, a certain functional purpose, and a communicative influence. He claims that political discourse is the discourse of politicians, and if we put it in a professional context, it can be considered as an institutional form of discourse. Therefore, the discourse of politicians can be considered only those discourses that take place in such an institutional environment as government sittings, parliamentary sessions, political party congresses, election campaigns, political debates, etc.; in other words, discourse can be considered to be political, if it takes place in the role of a politician in the appropriate institutional environment (Kirvalidze, 2016).

As for the political discourse itself, in modern science there are mainly definitions of it in a broad or narrow sense. Ruth Amos, in her article "Argument and Political Discourse," offers a definition developed by Roland Barthes in which political discourse is narrowly defined: "Political discourse is the discourse of politicians through which they perform their professional functions (Amos, 2011).

In a broad sense, even any discourse is political if it relates to public order (Bonnafoous, 2003). Considering both broad and narrow understanding of political discourse, Amos explains that "the horizon of the subject of political discourse begins with the professional discourses of politicians and extends to any discourse that deals with public issues in the public sphere" (Amos, 2011: 178).

Among so many descriptions of political discourse I think the one given by van Dijk best describes its nature: political discourse is a political genre with specific language thesaurus having certain functions and communicative impact. Politicians use the language not only to make speeches but also to act. As politics means power and authority and the words are actual participants that make the ideas happen. Political discourse by van Dijk 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 (Alavidze, 2017).

Democracy faces new threats nowadays. One of the basic concepts of democracy implies Insistence upon the widest possible degree of individual freedom. Many people accept the concept as granted and think that they can say anything any time about anyone. However, there are different definition of freedom of speech and freedom of expression.

In the name of democracy, freedom of speech at time obtains insulting, abusive and even dangerous tone. Freedom of speech, which is one of the fundamental human rights does not mean that you can say anything any time towards anybody. There are different explanations and definition of this expression even in dictionaries. In most dictionaries it is considered as fundamental building block of liberty allowing citizens to express their ideas that reflects the need of the people. It sometimes may cause conflict which is believed to inspire the move society forward. As James Madison believed it was a natural right of a man and not something granted by the government. In Merriam Webster dictionary it means "the legal right to express one's opinion freely" (Merriam-Webster, 1984, p.463). In Longman Active Study Dictionary it is defined as the right to do what you want without being controlled or restricted by anyone (Longman, 2010). However, free speech does not give a person an unlimited right. As the first amendment did not establish the limit, the humanity has been debating for centuries what these limits are. After centuries of discussions, most nations have agreed that there are needs to be limitations in free speech including the words causing clear and present danger (Bogen, 1983).

Freedom of speech—the right to express opinions without government restraint—is a democratic ideal that dates back to ancient Greece. In the United States, the First Amendment guarantees free speech, though the United States, like all modern democracies, places limits on this freedom (History.com, 2017).

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In most cases, freedom of expression need be restricted not to cause direct and imminent harm. In such a case it can become a hate speech or the language of hate as it is often referred- expressing hate or violence towards a person or group belonging to a different race, religion, sex, or sexual orientation.

Before we continue to talk about the language of hate, let us see the deference between hate speech and freedom of speech from both- moral and legal rights.

There are numerous definitions of hate speech referring to the particular expressions of hatred against particular (groups of) people in particular contexts. The language of hate, which often referred as hate speech, is often associated with all kinds of negative expressions including offensive, defamatory, or discriminating language. Actually, there is a big difference between them. Because every country has a different unique context, it is difficult to define what hate speech is, which terms, phrases, and expressions reinforce a negative attitude toward any person. Nevertheless, there is agreement on what hate speech is based on. According to the recommendation, made by the Committee of Ministers of the Council of Europe (1997), it states that "hate speech includes all forms of expression that propagate, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of intolerance, nationalism, ethnocentrism including enmity" (PITA project, 2016, p.8)

Hate speech as a concept refers to a remarkably wide spectrum of negative discourse ranging from cursing, to threats of attack, to hostile criticism and sarcasm (Burgers et al., 2016). What form it takes largely depends on the aim the perpetrators of hate speech wish to achieve, i.e. whether their aim is to express, incite or promote hatred and intolerance towards somebody, or they aim to create extreme forms of prejudices, stereotypes which eventually and inevitably will lead to violence and aggression (Mihajlova et al., 2013). Hence, a distinction is usually made between two types of hate speech: hard hate speech, which comprises prosecutable forms, i.e. forms prohibited by law, as their purpose is to incite aggression and violence towards a particular target; and, soft hate speech, which are cases of inflammatory, offensive comments that are lawful, but which raise serious concerns in terms of intolerance and discrimination and may have a devastating effect on their recipients on the grounds of moral harassment (Assimakopoulos et al., 2017; Neshkovska & Trajkova 2020).

In spite of the general expectations that politicians should be aware of the difference between freedom of expressions and the language of hate, they who find it difficult to control the language they choose and realize that the utterances they make can arose aggression or cause riot or stigmatize the people or events.

Results and Discussion

Politicians need to realize that every word they say-counts. However, while working on the issue we found out that politicians often use the language that shows hatred and sets people against others. E.g. the prime minster of Georgia Irakli Gharibashvili often uses abusive words towards the former president of Georgia Mikheil Saakashvili. On December 30. 2020 then the Minister of Defense, Irakli Gharibashvili talked about Saakashvili on "Imedi TV and said: "For the last eight years since joining the opposition, this person continues to destabilize our country, tries to sabotage, to create obstruction, attempts to blackmail the country...." "This person has money, he is an abuser, he has compromising facts against the members of his own team and not only against them."

On February 22, 2021 Irakli Gharibashvili met the parliament of Georgia. In his speech he criticized the "destructive" opposition and the former government. He said "Since the Rose Revolution of 2003, we have seen the end of an already hopeless economy; torture of people; encroachment on civil rights; a fateful war with dire consequences; "The loss of territories and Russia's recognition of Abkhazia and Ossetia has made it even more difficult to reconcile with Abkhazians and Ossetians" (civil.ge 2021).

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In his speech he reinforced a negative attitude toward former government. Unfortunately, explicit expression of hatred is not one sided in Georgia. A day earlier before the results of the parliamentary elections 2020, former president of Georgia Mikheil Saakashvili addressed the police and the army and called for civil disobedience. In his opinion, the Georgian society should realize the dangers and save Georgia.

"From tomorrow, regardless of the consequences, we will move to mass disobedience. I call for the Georgian police, army, to separate themselves from the criminal mafia gang. I urge you to take Georgia into your own hands. We should all hold hands and think that the fate of Georgia will be decided in the coming days. "I urge you to unite and we will definitely win,"- Saakashvili said (radiotavisupleba 2021)

Saakashvili was very “generous” at scolding the founder of the “Georgian Dream” Bidzina Ivanishvili”. Here are examples of his “epithets” towards Ivanishvili. The data are collected from his various speeches found at civil.ge. He reacted to Bidzina Ivanishvili's departure from politics and the Georgian Dream, saying that he was lying as always and the main battle was to "liberate Georgia from this monster."... "How many times should this really foolish man treat the Georgian population to be stupid ?!" ... "Not only will no one leave this fight, we will be actively involved in this fight until the end, until Georgia is liberated from this monster!" Saakashvili wrote on his Facebook page (radiotavisupleba 2021).

As we all can see, the language Georgian politicians use to address each other is far too hateful for free speech. To our mind, they language Georgian politicians use can be considered to be hard hate speech as it can cause aggression, destabilization.

Unfortunately, the situation is not favourable in other countries either. For example, after the election 2020 Donald Trump held a call with the US state governors where he said “most of you are weak” amid George Floyd protests. He encouraged them to use more aggressive tactics on protestors, saying “You have to dominate.”

..... situation going on it. It shouldn't be hard to take care of it. We're going to take care of it. And we've got a number of people here that you'll be seeing. General Milley is here, who's head of joint chief of staff, a fighter, a warrior, had a lot of victories and no losses. And he hates to see the way it's being handled in the various states. And I just put him in charge. The attorney general is here, right here, Bill Barr. And we will activate Bill Barr and activate him very strongly, with strongly and technical defenses here. We're strongly looking for arrests. You have to get much tougher. You're going to get overridden. I know Governor Walz is on the phone and we spoke and I fully agree with the way he handled it, the last couple of days, I asked him to do that..... You have to dominate and you have to arrest people and you have to try people and they have to go to jail for long periods of time (transcript library 2020)

As Donald Trump was one of the scandal presidents of the USA, linguists studied the language he used. We will highlight some of them. Dr. Jeffrey Haggray, an executive director of American Baptist Home Mission Societies issued an article in an online magazine. He stated: "Mr. Trump is using the platform afforded to him as president of the United States to attack members of the U.S. Congress, citizens of the United States and migrants to this country in the most racist, vile and uncivil manner possible." "I call on all people of faith, good will and decency to reject racial hatred, bigotry, xenophobia, sexism and classism—such as is displayed daily by Mr. Trump—and to do all within our means to write a more civilized future story for the good of our American democracy and civilization" (Haggray,2021).

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The Prime Minister of the UK Boris Johnson is also known to be very tough. During the UK's 2016 Brexit referendum campaign Boris Johnson warned that the European Union was following the path of Adolf Hitler and Napoleon by trying to create a European superstate. He said:

"The biggest danger to the European Union comes not from those who advocate change, but from those who denounce new thinking as heresy. In its long history Europe has experience of heretics who turned out to have a point.

'More of the same will not see the European Union keeping pace with the new powerhouse economies. More of the same will not bring the European Union any closer to its citizens. More of the same will just produce more of the same – less competitiveness, less growth, fewer jobs.

'And that will make our countries weaker not stronger. That is why we need fundamental, far-reaching change.'

Threatening language has crept in our day-to-day dialogue. Messages on social media from members of the public often show violence and insults. These often mirror Johnson's language of "cowards and traitors" and talk of parliament against the people. One recent e-mail insinuated that MPs are trying to prevent a no deal Brexit "should be lined up against a wall and shot for treason" (Brabin & Dromey, 2020) (see full text at conservative party, 2016)

We agree that the most important thing about hate speech and discriminatory expressions is the context, the attitude in the society, the attitude towards this or that topic. What may in one society may intensify the stigma attached to one group in society is ignored in another but we think it is difficult to go far than that.

Unfortunately, the language of hate is getting an integral part of political discourse that rather than promoting democracy and peace. Politicians have a special responsibility to spread their ideas and thoughts, because more people listen to them and their influence is much greater. The language of politicians and political debates is unacceptable when their aim is no longer to inform the public, to exchange opinions freely or so; instead it aims to incite and encourage violence, armed confrontation or hatred.

Political discourse, in the name of democracy and freedom of speech, at times, obtains very harsh overtones, especially, when the stakes for politicians are high. The primary targets of politicians' abusive language are their political opponents. Politicians need to realize that every word they say counts because the language they use might appear as a fuel for inner destabilization and hostility.

Conclusion

According to the theory and discussion above, we can conclude that politicians need to be careful while talking to public. Even though freedom of speech is defined as "the legal right to express one's opinion freely" (Merriam-Webster, 1984), it has some limits as not to cause violence or aggression in people.

There are examples of both hard hate speech, which comprises forms prohibited by law, as their purpose is to incite aggression and violence, and soft hate speech, which are cases of inflammatory, offensive comments.

Both in Georgia and abroad politicians do not seem to fully realize their responsibility towards society. The study showed that Georgian politicians use the language of hate mainly against their opponents; while in English speaking countries, politicians tend to make hate speech to crucial political events that take place in their countries.

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“The Concept of Death In Jack London’s “Law Of Life”**Manana Aslanishvili*****Abstract**

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

Key words: *death, life, survival, mortality, law of life, inevitable death, fate*

John Griffith London (born John Griffith Chaney (Reesman, 2009, p. 23) was an American novelist, journalist, and social activist. Being a pioneer of commercial fiction, he was one of the first American authors who became an international celebrity and earned a large fortune from writing. London was also an innovator in the genre that would later become known as science fiction.

Jack London was born 1876 in San Francisco. Much of his youth was spent on the wrong side of the law. Despite his lack of formal education he also became a voracious reader, especially of fiction. In 1896 he joined the gold rush to the Klondike, where he found no gold but gathered ample material for the brutal, vigorous life he portrayed in *The Call of the Wild* (London, 2021), *White Fang* (London, 2017) and *The Law of Life* (London, 2006).

In these stories Jack London drew powerful pictures of Man's battle with Nature. He showed the world of the long Arctic night in which men fought with men, with hunger, cold and death, in order to survive. He wrote about faithful, strong, and courageous people who could overcome all hardships and win in the battle of life.

From 1900 to 1916 London wrote more than fifty books, earning a million dollars, which he spent quickly and easily as he earned it, in a frantic search for contentment. But London found gratification neither in his writing nor in his personal life, and his last years were marked by struggles with alcoholism and mental disintegration. He died, probably by his own hand, when he was forty (McMichael & Leonard., 1980; Salzman, 1986).

Jack London's *The Law of Life* is a short story that deals with the approach of death to Old Koskoosh, an Indian, a former Eskimo chief, who has been once an able warrior, and who is now abandoned in the snow by his tribe to meet his final fate. While he is sitting there he dreams stoically of the old days and especially about his experience with a grand old moose, which he saw struggle with wolves until it finally died. During these meditations the old Indian gets surrounded by wolves himself, to which he has to surrender in the end, in order to obey the law of life.

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The first striking aspect when reading this very short story is that all the events are conveyed through the protagonists' point of view, particularly through the sense of listening. Especially through questions like "What was that? Oh, the men lashing the sleds and drawing tight the thongs" (London, 2006, p. 90), indicating the free indirect discourse, with which the whole narrative is written, the reader slips inside the character and experiences immediately while reading, what is happening to the Indian.

London thematizes the last hours of an old man, who cannot keep up with the pace of life anymore and who is abandoned by those who are still young and strong to take part in existence. This seems very brutal and heartless, those people being members of his own family and tribe and they are indeed described as careless.

His eyesight is poor but his hearing is quite good. He sits alone, weak and tired, waiting for his impending death. In the depth of his heart, as any mortal, he was afraid of death.

Old Koskoosh accepts and respects Death as he did Life. Death is in the shadows beyond the fire, creeping closer with the cold and the predators. Old Koskoosh was born close to the earth and knows that he will again be rejoined with the earth when he dies. He uses this wisdom to comfort himself as he is left alone in the cold feeding a fire. He knows that he will die once the wood runs out.

Old Koskoosh thinks about his granddaughter with frustration. Sit-cum-to-ha ignores her grandfather. His grandchild is "too busy to waste a thought upon her broken grandfather" (ibid, p. 89). Old Koskoosh feels a momentary panic as he reaches over to make sure a small pile of wood for his fire is nearby. He was left alone, abandoned by his family and he imagines what his death will be like. He shows fear as he strains his ears to confirm the howl of the approaching wolves. "If Sitcum - to - ha had only remembered her grandfather, and gathered a larger armful [of wood], his hours would have been longer." (ibid, p. 93).

From these sentences the reader could understand that the old man is about to die because his family wants it like that, but this is not the case. They are only doing what they consider to be natural. He would sit on the snow and wait of his death for he was old and blind and a burden for his people and family.

As he sits by the fire alone he is reminded of all the animals that die. He acknowledges that his existence is no more or less important than all living-beings. He finds peace in the understanding that while he is dying alone, he is not alone in his dying. Each living-being eventually dies.

Old Koskoosh was left on the mercy of fate. he had to die. It was inevitable. It was the law of life. If the task of life is done the individual has to face the inevitable. The problem is, that nature, which has set this one task, does not care if one performs it or not. It has no concern for the individual but for the species and the race.

"To perpetuate was the task of life, its law was death. . . There were plenty who were obedient, and it was only the obedience in this matter, not the obedient, which lived and lived always." (ibid, p. 91). This means that death is inevitable for the individual but living should be inevitable for the species, and the race. This has to be continued and is still being continued. The origin of a species lies in the survival of the fittest, because only those can live and perpetuate who are best adapted to the conditions of their environment.

No matter how well one is equipped for life, nature takes everything gradually away, until the end approaches. This is because one is only alive for one reason: to perform the single task, all other things are unimportant, and one has to face this fact. It does not matter if one is "a maiden full breasted and strong" or "headmen of the tribesmen and a mighty hunter" (ibid: pp. 90-91), one has to obey nature with its law of life.

This is something which also Old Koskoosh knows, but although being "very close to death now; the thought makes the old man panicky for the moment." (ibid: p. 90). Inside he is not ready to cope with his ending, for he clings to every little item which still

connects him with life. Already in the beginning of the story we see him listening "greedily" (ibid, p. 89). He says he is "as a last year's leaf clinging lightly to the stem" (ibid.: 90), but this is not true altogether, because he clings to it with all the rest of strength which nature has left him: he controls the fire taking care that it will not go out, for he knows that cold is the beginning of the ending.

Old Koskoosh considers what it will be like to die. He realizes that the rest of life is now represented by a handful of sticks. His time diminishes each time he adds sticks to the fire. He knows that the frost will gather strength and move from his extremities to his body.

Then his hand crept out in haste to the wood. It alone stood between him and the eternity that yawned in upon him. At last the measure of his life was a handful of faggots. One by one they would go to feed the fire, and just so, step by step, death would creep upon him. The familiar howl of wolves interrupts Old Koskoosh's thoughts and immediately takes him back to the memory of the old bull moose, blooded and dying. He then feels a cold muzzle against his cheek that awakens him from the memory. Old Koskoosh grabs a burning stick and waves it desperately at the wolf. The wolf howls. He continues to use the stick to stave off the circling wolves, yet not one of them draws back. Old Koskoosh asks himself why he should cling to life. He drops the blazing stick into the snow and it extinguishes.

When the last stick had surrendered up its heat, the frost would begin to gather strength. First his feet would yield then his hands; and the numbness would travel, slowly, from the extremities to the body. His head would fall forward upon his knees and he would rest. It was easy. All men must die. He did not complain. It was the way of life, and it was just. He had been born to the earth, close to the earth had he lived, and the law thereof was not new for him.

After all, was it worth to fight? The ending is the same for all people. Sooner or later he had to die. That was the law of life.

In conclusion it is necessary to mention that the aim of the study was to analyse the concept of Death in Jack London story The Law of Life.

In this story Jack London wrote about hard life of people and their attitude to each other. He drew powerful pictures of man's battle with nature, hunger, cold and death. He wrote about strong and courageous people, like Old Koskoosh, who could overcome all difficulties, even looking forward to death. Old Koskoosh accepts and respects Death as he did Life. Left on the mercy of life, old and blind, he finds peace in the understanding that while he is dying alone, he is not alone in his dying. Each living-being eventually dies. He knew that Death was inevitable, that sooner or later he had to die. That was the law of life.

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

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ABSTRACT

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

Key words: *linguistic characteristics, satire, humor, irony, animated movie, expressive means, script*

INTRODUCTION

The Encyclopedia Britannica defines animation as 'the art of making inanimate objects appear to move'. Learning-based cartoon movies are good source for kids enhancing their mental, social and esthetic development. Accordingly, the language of the animated movies should be precise but natural full of humorous elements in order to grab the kids' attention. "Cinema and, consequently, animation are the main segments of synthetic arts which simultaneously involves visual and musical elements, as well as the storyline. From these elements the visual aspect is most important. However, it does not neglect the other two (i.e. musical element and storyline). On the contrary all these three elements are necessary for perfection." (Kortava, 2020, p. 91).

The semiotician Yuri Lotman has drawn particular attention to animation as a specific system: 'The animated cartoon is not a variety of the feature cinema but represents a quite independent form of art, with its own artistic language, opposed in many ways to the language of the feature cinema or the documentary' (Pikkov, 2019, p.15). According to Lotman, 'the basic property of the language of animation is that it operates with a sign of a sign' (Lotman, 1981, p. 36-37).

Animation itself has a long history of development. The Golden Age of Animation was a period in the history of U.S. animation that began with the popularization of sound cartoons in 1928 and gradually ended in the late 1960s. "The Golden Age of Animation is well known for introducing many characters whose popularity endures to this day. This includes Mickey Mouse, Bugs Bunny, Popeye, Tom and Jerry, and many more" (Chancellor, 2016).

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As for the history of French animation, it is one of the longest in the world, as France has created some of the earliest animated films dating back to the late 19th century. The French practically invented animation. Many of the foundational technologies of early animation are invented by this nation.

Georgian Animation also has quite a long history of development as it emerged in 1920s. "The first animations can hardly be qualified as films: they were cartoons made for the purpose of Bolshevik propaganda. The first proper animation films were created in 1929, when the authorities commissioned director Kote Mikaberidze to make a satirical film that would criticise excessive bureaucracy: *My Grandmother* (Chemi Bebia, 1929)" (Gabelia, 2020).

As far as the animated films are mostly humorous, satire and irony are not to be excluded still; observation of such movie texts is extremely interesting from the linguistic view point. The way humor is shown in the cartoons much depends on the language it is expressed by. Sometimes satire is more attributed to the stream-line rather than humor.

The goal of our research is to define the linguistic characteristics of satire and humor in cartoons. For this reason, English, French and Georgian animated films are compared for defining the depth and ways of expressing humor and satire language.

LITERARY REVIEW

There is a large volume of published studies describing linguistic aspects of animated films. This section reviews the literature to the linguistic analysis of the animated movie texts and the identification of humor, satire and irony not only in literature in general but in animated movie texts as well.

A recent study by Soares (2017, p.2) has concluded that although cartoons are entertaining and worldwide appreciated, they are likely to convey messages about society linguistic ideologies.

Raj Kishor Singh (2012) concludes that humour, irony and satire are technically distinct elements of literature. They have different origins. They are used in different ways with different purposes. The literary works have different modes. Each of them evokes different kind of fun and sense of pleasure. Each of them has generated new kinds of genres. However, they have some interrelations and people often mention them as synonyms.

A more comprehensive description of humorous elements in animated movies can be found in González (2017). This study has as its main objective the analysis of intertextual humour in fourteen DreamWorks animated feature films to reveal which are the humorous elements used in the creation of humour.

Pun (instrument of word play) serves as the best technique for representing verbal humor and irony in a fundamental manuscript "An Analysis of Pun Translation in the animation Movie "Madagascar II Escape to Africa" by Winarti (2011). It is a descriptive qualitative research aimed to describe the types of pun, the translation technique and the impact of the application of the techniques on the accuracy level of the pun translation in the animated movie.

There are relatively few scientific studies in the field of Georgian animated movies from the linguistic view point. The most fundamental has appeared to be the doctoral thesis by Kurtava (2020). The publication investigates the principal mechanisms enhancing the transfer of verbal text on the screen.

MATERIALS AND METHODOLOGY

Humour concerns emotional aspect. It is the tendency of particular cognitive experiences to provoke laughter and provide amusement (Singh, 2012:66). A broader definition of humor unites three principal aspects of entertainment, laughter and amusement. Two types of humour i.e. verbal and audiovisual are more significantly outlined in regard to animated movies. As for the irony, its essential feature is the indirect presentation of a contradiction between an action or expression and the context in which it occurs (Singh, 2012, p.66). Irony is a rhetorical device which is characterized by an incongruity between reality and appearance. Thus irony is a stylistic way of expressing humor and satire in a specific way, as long as in irony the emphasis is placed on the opposition between the literal and intended meaning of a statement.

Satire is the general term, which mostly emphasizes the weakness of the social, political circumstances, etc. Singh (2012) deduces that satire is the mind/wits; irony is the reasoning/rhetorical tool; humour is the substance.

The aim of this study is to conduct a linguistic analysis of the animated movies more precisely to define the cases of satire and humor in cartoons. For this reason, English, French and Georgian animated films are compared for defining the specifics of humor, irony and satire. The qualitative method is used to identify the linguistic ways and strategies for expressing humor and satire language in animated movie texts.

Since prehistoric times, "rats" and "mice" (in the broad sense) have always accompanied man. As a result, they are animals which occupy a very strong symbolism and which are strongly presented in the folkloric and artistic fields. Throughout history, these rodents are frequently confused and very often share the same cultural aspect. That is why three popular animated movies ("The Great Mouse Detective" (American), "Ernest & Celestine" (French) and "Tsuna and Trutsuna" (Georgian) have been selected for farther analysis where the main heroes represent mice and rats.

SYNOPSIS

"The Great Mouse Detective" is a 1986 American animated mystery adventure film produced by Walt Disney Feature Animation and released by Walt Disney Pictures.

In Victorian London, England, a little mouse girl's toymaker father is abducted by a peg-legged bat. She enlists the aid of Basil of Baker Street, the rodent world's answer to Sherlock Holmes. The case expands as Basil uncovers the crime's link to a plot against the Crown itself.

"Ernest & Celestine" (French: **Ernest et Célestine**) is a 2012 internationally co-produced animated comedy-drama film directed by Stephane Aubier, Vincent Patar and Benjamin Renner. This is the story of an unlikely friendship between a bear, **Ernest**, and a young mouse named **Celestine**. There is a world where the Bears live above ground in their cities and the rodents live below in their underground ones in mutual fear and hate.

"Tsuna and Tsrutsuna" is directed by akaki Khintibidze in 1961. Tsuna and Tsrutsuna are two country mice in love. An old local baron kidnaps Tsuna and puts an end to their happiness. Tsrutsuna is desperate and thinks about giving up on life, but help comes from allies who will challenge the kidnapper. Thus Tsrutsuna is a famous cartoon character, a brave mouse that shows that nothing can stop a person when he is in love. The moral of the story is to fight for the love because, when something is worth having, it's worth fighting for.

RESULTS

Extensive results carried out during the study has shown that the texts of all three animated films („The Great Mouse Detective“, „Ernest & Celestine“, „Tsun and Tsrutsuna“) are rich with the examples of humor and satire. We will analyze each movie script on the linguistic level apart and summarize the results at the end.

In regard to movie script, it should be mentioned that the certain examples of humor/satire are mostly difficult to be identified on the text level unless they are accompanied by visual and musical elements. Still we have managed to select those one which are pure representation of verbal humor and satire. In most cases the words and phrases are underlined which create humorous/satirical effect on the text level.

It is also worth mentioning that the cases of irony and satire seriously exceeded the number of humorous examples while conducting a linguistic analysis of the American animated film.

Examples from „The Great Mouse Detective“:

- *“We’ll find this Basil **chap** together”*
- *Who are you? Basil of Baker Street, **my good fellow**.*
- ***This young lady** is in need of assistance. I think you ought...*

In the above-mentioned sentences humorous and warm attitude towards an unknown person is vividly shown by the addressing words and phrases in bold.

One more example of humour expressed by the hyperbole describes one of the hero’s plain house in a humorous way: *Is this the **residence** of Basil of Baker Street?*

An interesting example of humor expressed by the stylistic device of fun is shown in the sentence: *So dream on, and drink your **beer**...Your baby’s **here!***

The following sentence also belongs to humor which is expressed by the embarrassing words but with less negative connotation.

- *Remember Dawson, we’re **low-life ruffians**.*

We have also searched for a sentence, where colloquial word is used in a humorous way: Come on, **old fella**.

The rest of the examples having been analyzed during the study belong to satirical and ironical cases. As already mentioned above, the number of such examples is numerous.

As far as the irony (a stylistic device) is a tool of expressing satire as a genre, the following sentences are the representation of irony emphasizing the mockery and weakness of something or somebody and creating the satirical effect in a whole. During the study several interested cases have been identified in this regard. We have managed to find several sentences, where irony is expressed with an epithet or a set of epithets:

- *Oh, I had so **many ingenious ideas** I didn’t know which to choose.*
- *My friends, we are about to embark on the **most odious**, the **most evil**, the **most diabolical scheme** of my **illustrious career**.*

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The following sentence “Now, we simply pursue our **peg-legged friend** until he leads us to the girl’s father” is an ironical implication to the corporal defect of a negative hero.

Parallel construction (a stylistic devices) is also used for expressing irony: **Crime** to top all crimes...a **crime** that will live in infamy!

Another stylistic device – periphrasis is used in an interesting way. In the following sentence instead of the word ‘octopus’, its periphrasis “**eight-legged bum**” is used:

- Get off, you **eight-legged bum**!

During the study we have searched for the sentences, in which irony is expressed in a polite and vulgar language at the same time: Would you **kindly** sit down and **SHUT UP**?!

In the sentence “Sorry, **chubby**. You should have chosen your friends more carefully.” an ironic implication concerns to the plump person.

There other some other examples expressing irony in an interesting way:

- He’s a genius, Dawson. A genius... **twisted for evil**.
- Tomorrow evening, our **beloved monarch** celebrates her Diamond Jubilee.

While analyzing the French animated movie “Ernest & Celestine” we have identified sentences expressing humour and irony. As we have already mentioned above, the movie script was full of humorous or satirical examples, still they were difficult to be identified purely on the text level unless they were accompanied by the visual and musical elements.

There were two interesting sentences expressing humor with an ironic connotation:

- ‘Ce n’est pas comme ça que tu deviendras dentiste...’ – [This is not a way how you will become a dentist]
- ‘Il y a toutes les maladies du monde dans une poubelle.’ – [There are all diseases in the world in a trash]

The following two sentences are the representation of a pure humor:

- ‘Il faut récolter des dents’ - (It’s necessary to harvest teeth)-Humour, with expression it’s necessary.
- ‘Il faut avoir de belles dents pour sourire aux clients’ - (It’s necessary to have beautiful teeth to smile at customers)-Humour, with expression it’s necessary.

The rest of the sentences are the examples of satire:

- ‘Pas de souris dans une maison!’ - [Not more mouse in a house!]] - satire with Imperative mood.
- ‘Les ours vont vous manger’ – [The bears will eat you]] - satire, with ironic connotation, nearer future.
- ‘Notre civilisation est construite grâce à nos incisives’ – [Our civilization is built thanks to our incisors]] - satire with metaphor.

For describing the linguistic picture of the Georgian animated movie “Tsun and Tsrutsuna” we have set out several cases for illustration:

The movie text contains a very interesting short dialogue which has a humorous effect in a whole. This effect is formed with the help of certain linguistic phenomena:

- -„ყოფნა-არყოფნა საკითხი აი ეს არის! [kopna-ar kopna sakitkhavi ai e saris!] – (To be or not to be that is the question)

- -ყოფნა წრუწუნ **ჯან!** ყოფნა! [kopna trsutsun jan! kopna] – (To be Tsrutsun jan)

One of the main heroes of the movie – Tsrutsuna puts himself a question “To be or not to be that is the question”, which is a famous soliloquy from the “Hamlet” by Shakespeare. In the answer the word “Jan” is used. This is an Armenian word expressing kind and gentle attitude to the interlocutor. This word is hardly translated into English, but most often is used to mean “dear” or “sweetheart”. Both linguistic cases create an effective humorous coloring in the dialogue.

There is a scene in the movie where some people are toasting to Tsrutsuna with a drink on the raft addressing him with the following humorous sentences:

- - ეს იმ მტრედს გაუმარჯოს, რომელიც რომა გალიაში ზის, იტანჯება და თავის გულის ტოლს ელოდება. [es im mtreds gaumarjos, romelic roma galiashi zis, itanjeba da Tavis gulis tols elodeba] – (Here’s to the dove sitting in the a cage, suffering and waiting for his sweet heart)

Apart from the humorous content, the usage of the old grammatical construction “**რომელიც რომა**” (romelic roma) adds special humorous coloring to the sentence above.

The other two sentences also exemplify the cases with humorous content:

- - ეს იმ კაცს გაუმარჯოს, რომელიც წყალში დგას და ცეცხლი უკიდია. [es im kats gaumarjos, romelits tskalshi dgas a tsetskhli ukidia] – Here is to a young man standing in the water but still on fire.
- - ეს იმ მთვარეს გაუმარჯოს, ძმის საშველად წასულ ძმას რომ გზას გაუნათებს. [es im mtvares gaumarjos, dzmis sashvelad tsasul dzmas rom gzas gaunatebs] – Here is to the moon that will light the way to the friend searching for his companion.

The following sentence contains an ironic implication expressed by the phrase “ნიახური ხომ არა ხარ, ამ ქვეყანაზე მეორედ მოხვდით?” ([niakhuri khom ara xar, am qvekanaze meored mokhvde?]) – Are you celery to come to the world for the second time?). Besides, a humorous hint “ეჰ, ტუტუტ” [eh, tututs] (Hey, You, an Idiot) is used while addressing the main hero.

- **ეჰ, ტუტუტ. რას შვრები, რას, ნიახური ხომ არა ხარ, ამ ქვეყანაზე მეორედ მოხვდით?** (eh, tututs, ras shvrebi, ras, niakhuri khom ara xar, am qvekanaze meored mokhvde? – (Hey, You, an Idiot! What are you doing? Are you celery to come to the world for the second time?)

The very last sentence contains the transliteration of a foreign (Russian) phrase which adds a humorous effect to the content:

- არ წახვალ ახლა აქედან შენ? **უხადიტი ვონ!** [ar tsakhval akhla aqedan shen? **Ukhadziti von!**] (Won’t you leave the place now? Get out (of here) immediately.)

CONCLUSION

In summary, this paper argued that animated movie scripts are full examples and cases containing humour and irony. The linguistic analysis of the American, French and Georgian animated movies leads to the following conclusions:

- In most cases the certain examples of humor/satire are mostly difficult to be identified on the text level unless they are accompanied by visual and musical elements;
- Still the animated film scripts are rich with the corresponding examples of verbal humor and satire on a linguistic level;
- There are various expressive means and stylistic devices (epithet, metaphor, periphrasis, parallel construction, hyperbole, foreignisms ...) which serve for expressing humour and satire/irony on a text level in animated films.

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Transforming traditional CPD into online form of functioning at HEIs**Mariam Kilanova*****Abstract**

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

Key Words: *online CPD at HEIs, Training, forms of CPD*

Introduction

Continuous professional development is considered a lifelong learning process (Hayes & Kyungsuk, 2012) and a key point in the student-centered teaching approach at Higher Education. Teachers/lecturers as the knowledge and skill transmitters continuously strive to improve themselves as professionals to meet the rapidly changing educational environment and its challenges. The outcomes of teaching significantly depend on the teachers' professionalism and the methods they use in classes. As Wiggins and McTighe (1998) claim, teachers/lecturers are designers, the ones who have purposes and intentions to plan and execute; herewith, designing an outcome-oriented curriculum takes a crucial role in a backward design. In the backward design, the process of curriculum planning starts with the outcomes after which the teaching and assessment methods come, and in this way, it is formed as a system of chain, meanwhile, its execution is a real communication process between teachers and students.

Considering the forms of CPD in terms of individual, institutional and teacher-led ones, transforming from face to face into a virtual form of functioning occurred accordingly, though with some common markers. The augmented process of classroom communication had to be transformed into a virtual one due to the pandemic, and the CPD sphere followed the process along. The difference between these three forms of CPD is the aspect of an initiator side for acting. Developing oneself professionally can be initiated by the professional her/himself or by the institution, though the process itself differs in the forms of execution. The digital form of CPD is distinguished with its flexibility in time, scheduling and the forms of transmitting the topic related knowledge and skills, while face to face one is more active and authentic.

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According to the Digital Education Action Plan (DEAP_2020-2027) from European Commission (2019), two main priorities oriented on making education and training systems reset and fit in the digital age have been outlined. These two main strategies for fulfilling the set goals are: Fostering the development of a high-performing digital education ecosystem and Enhancing digital skills and competencies for digital transformation. These two components are no longer a far future of the education system but the reality we live in. In accordance with this, the CPD sphere at HEIs also adapts the new form of functioning to adequately meet the digital reality.

Discussion

Innovative approaches in CPD have been derived from the process of digital development. According to Schwab (2016), we all are in the middle of the fourth industrial revolution, since the technological development becomes increasingly fast. The topics we teach with the help of technology or about it become incredibly old as the devices used in classes have been adapted every next day. The fast pace of adaptation with the technology makes the professional development sphere accordingly flexible, and the process of transforming it from face to face into the virtual one becomes a demander for effective changes though with some ventures.

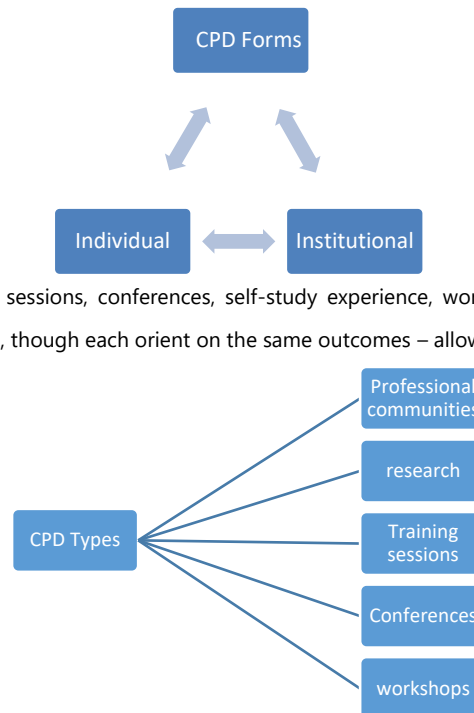
Professional training, conferences and workshops are the primary methodologies of CPD which help teachers/lecturers experience, learn and apply the knowledge and skills necessary for professional development. According to European Commission reports for 2019, professional development for academics has become a necessary condition for the competitiveness of higher education institutions (HEIs). Some contemporary trends, such as the massification of higher education, the spread of student-centered approaches and the growing importance of modern digital technologies, are considered as the main reasons for this (European Commission, 2019).

Generally, university teachers are less interested in their professional development as the vast majority of them already hold PhDs, and their interests are mainly oriented on scientific activities rather than on practical CPD. Meanwhile, the central part of the CPD covers the specific elements of teaching, assessing and classroom management methodologies which take an essential role in the teaching process at higher education. The knowledge content, whether it is high or low, delivered in a relevant competence, brings the desirable results. Arizona State University course for TESOL suggests the graph for the preferable content and technique mixture in teaching. According to the graph, generally, teachers have: a) high content but low technique, b) low content and low technique, c) low content and high technique or d) high content and high technique. The first three combinations represent some misbalance between the content quality and technique; meanwhile, the fourth one has been shaped as the preferable one – the teachers with high qualification and content delivering the lecture with high technique. The techniques applied at the lectures are tools that come either through experience or with CPD activities. The CPD activities differ in forms and content, though the main aim is to develop oneself professionally and be equipped with all the necessary skills needed for outcomes.

CPD forms

The individual form of CPD is mainly initiated by the teacher/lecturer and is self-led. Selecting the right course, training or other forms of CPD depends on an individual choice and aims, while the institutional CPD differs with its form of execution and some general needs. The HEIs, mainly, establish CPD departments or training centers and offer the courses to the staff intended to meet the needs having been revealed as need analyzes' results. The CPD activities on an institutional level primarily aim to improve of the staff's job performance and skills update. Individual CPD differs from the institutional one with some aspects such as affirming professionalism, remaining interested in the career, expanding the social network and boosting earning. These two forms of CPD differ from each other with the forms of execution, though they have common aims and outcomes.

CPD types

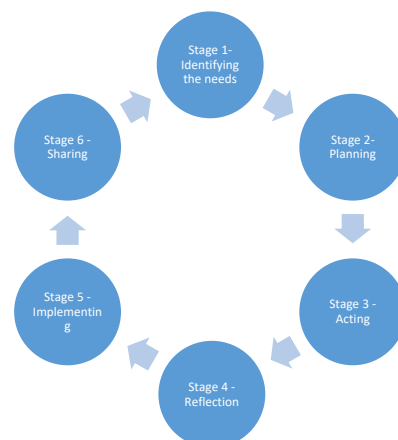


CPD types are characterized by their levels of interaction. Training sessions, conferences, self-study experience, workshops, researches and professional communities make the CPD diverse, though each orient on the same outcomes – allowing the

beneficiary to be more experienced and professionally developed. The above-mentioned traditional forms of CPD cover the aspects of theory and practice combination; training sessions, workshops and conferences, imply the moments of intense interaction. As for the self-study and research forms of CPD, stay individual and more theoretical rather than interactive. Depended on these definitions, some types of CPD have been shaped: structured, reflective and self-directed ones. The structured style of CPD is an active learning process that involves an interactive and participation-based study, while the reflective style of CPD is mainly passive and lacks the moments of interaction.

CPD Stages

Some typical stages are widely recognized in CPD, where each depends on the previous and derives the following one simultaneously. The first stage stands for identifying the needs, what are the professional gaps requiring filling with some

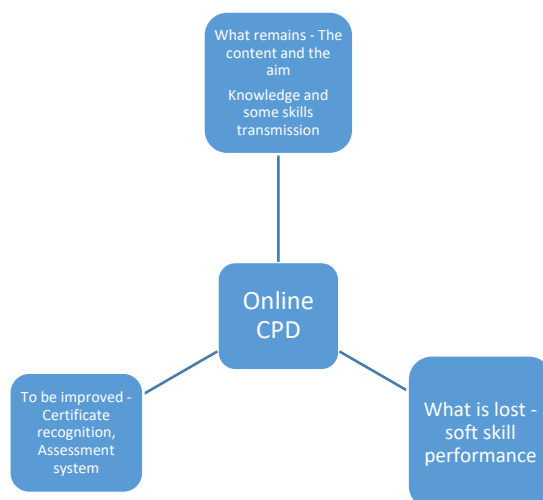


experiences; the second stage covers the aspects of planning, where an individual or institution properly chooses the appropriate training courses or activities. The third stage is for acting - attending various CPD activities, participating in conferences, taking

active participation in professional communities, such as international or local associations and educational events. The next stage is the reflection on ones' learning, which makes an opportunity to identify what is learnt and where can the practice be put into. The fifth stage of CPD – implementing the new learning, knowledge and skills in a workplace, in the final stage the new knowledge and skills are shared with the colleagues.

Online CPD

Technological development has significantly widened the horizons for online education. The professional network has become more flexible and accessible in an online space. The process of CPD digitalization has successfully occurred as the sphere had abreast with the rapidly changing environment. However, the process of virtualization did not change the forms, types, stages or style of CPD, but the form of its execution. The era of Digitalization made the educational sphere face paradoxical moments when a digital immigrant has to teach a digital native in a digital form. The fast transformation of the educational processes forced CPD to be resilient towards the ongoing processes and change the functioning forms. However, the technologies have still to be developed, since some vivid obstacles have arisen during the work process. Some online platforms dedicated to educational communication do not have functions of group work and the trainer has to address all the attendances together, though it has to be mentioned that zoom.us platform allows the attendances to be separated in a group/peer format. If in the recent past the meeting, training session, workshop or conference participants had an opportunity to have eye contact during the face to face meetings, now these aspects have been lost, and the communication has become automatic and with few possibilities for the soft skill performance. Besides the above-mentioned aspects, the official recognition of the got certificates is sometimes under the question mark, as the only fact of attendance at an CPD event does not exclusively mean that the beneficiary has received the knowledge and skills aimed as a final outcome of the event. Transforming CPD activities into a virtual form of functioning does not solely mean that only we have to adapt to the virtual reality, but the program developers have to improve existing or create alternative apps and online courses having possibilities to work close to the regime of face to face activities. Micro credentials and online CPD courses are becoming increasingly popular nowadays, though the moments of an official system of assessment and recognition are the issues to be worked on.



Conclusion

The transformation process from face-to-face into a virtual one made the CPD connected recourses more accessible and comfortable to use. Colleagues worldwide have a wider possibility to be contacted, have an intimate communication and the chances of international professional cooperation became more accessible. There is no necessity to travel to attend the conferences and training sessions, though the flavor of experiencing the countries even for professional purpose has been lost. The content and aims stay the same during the online CPD activities, though the aspects of knowledge and (soft) skill delivering are limited. In the digital era, the CPD activities, having been transformed into a virtual space, revealed a high ability of adaptation, although the already existed platforms such as zoom.com, Google classroom, Adobe, etc., are still used with some necessities to be improved and adjusted to the needs.

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Artificial Sweeteners: Academic Dishonesty and How to Tackle it**Mariam Merkviladze*****Abstract**

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

Key words: *academic integrity, plagiarism, students' awareness, tackling strategies*

1. Introduction

It should be noted that plagiarism has always been a problem in HEIs due to various reasons since there are different factors that make it so prevalent. One of the causing factors is technologically-rich era and the breadth of information that is easily accessible for the students via internet. Unlimited access to online sources made this problem increase significantly (Savage, 2004). Multiple and simultaneously accessible online sources made it easier and faster for students to plagiarize and consequently put the educators upon the responsibility and necessity to reconsider and reexamine the scholastic assessment since the technology made it easier for the students to produce the text using innovative ways of plagiarism. Some authors suggest that uncritical attitude towards internet-based information has led to cut-and-paste mentality of a generation (Bonk 2010). It is also claimed that HEI students are so immersed in web-based technologies in their lives that they find it difficult to engage in more conventional study practices such as academic reading and writing (Lea & Jones, 2011). Other roots for the problem of plagiarism and academic dishonesty is the lack of awareness about what to consider as a plagiarism or academic dishonesty. The student may not realize that their behavior is dishonest or may consider it a trivial academic misconduct. The culture may also affect this attitude and lack of awareness. Although, the testing requirements and mandated curricula makes it unlikely that HEIs will soon abandon the summative writing tasks.

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Due to the significant concern that has been raised that the intentional or unintentional plagiarism has become very prevalent and complex issue, it cannot be solved with only one-solution response and there are various strategies necessary to address this problem.

2. Literature review

Academic dishonesty is the deliberate violation of academic codes of conduct. Integrity as a term has moral and ethical connotations and does not only depend on the individual but also the institutional organizations such as HEI (Bretag, 2013). Academic integrity is based on the following fundamental values: (a) honesty; (b) trust; (c) fairness; (d) respect; (e) responsibility; and (f) courage (International Center for Academic Integrity, 2014). Academic integrity can be associated with cultural values of the community as well. Due to its cultural roots Turkey, for instance, added the Values Course to the curriculum at primary, secondary and high school in order to deal with issues beyond the scope of academic integrity (Cihan, 2014). Academic misconduct may be either deliberate or unintentional violation of academic codes of conducts. Regardless of whether the misconduct is intentional or unintentional, students may nevertheless be held responsible for their actions. Universities define misconduct differently and consequently types of misconduct are not always treated with the same response in all universities (Salwén 2015). Due to the fact that the roots for academic misconduct and dishonesty vary based on different cultural values, institutional policies and students' preferences, it is of vital importance to create the culture and climate for academic honesty, since there is a link between academic honesty, ethics and integrity and long-term personal, business and career success (Cavico & Bahaudin, 2009).

Academic integrity has been a focal point for research as well as practice in recent years. Academic integrity is probably one of the least-explored issues at higher education institutions in developing countries (Heitman & Litewka 2011). There has been an influx of reports concerning students' plagiarism and dishonesty. Students often self-report that they plagiarize due to various reasons. One of the reasons they report is the pressure to succeed that is coming from parents, teachers and peers. Some of them report that they have too many commitments and not enough time. Others lack time-management skills and tend to procrastinate. They also have lack of self-confidence and think they will not get good marks if they do not plagiarize. Lack of motivation and interest is also considered as the reason for academic misconduct and above all, some students report that there is no policy against the plagiarism that they know of and they believe they are not going to be caught in plagiarism (McGill, 2008; Clark, 2008; Harris, 2004). Some studies have shown that students from countries with minimally established academic integrity policy often lack the understanding of academic integrity and therefore are at higher risk of committing plagiarism (Bamford & Sergiou 2005; Park, 2003). Other studies have shown that one of the reasons why students get engaged in the plagiarism is the lack of summarizing and paraphrasing skills. The study carried out by Moniz (2008) observing students of Miami-Dade College, North campus who were introduced to plagiarism and summarizing, paraphrasing and quoting the sources. The first lesson focused on the severity of plagiarism, its consequences and the importance of proper citing of the sources. This was followed by an explanation of summarizing, paraphrasing and quoting the sources after which the class worked on summarizing a piece provided by the teacher. Through the observations it was found out that the learners are struggling with the concept of summarizing and paraphrasing (Moniz 2008).

Besides the aforementioned reasons, the teachers' role and knowledge of plagiarism not only has a crucial influence on the HEI students' perceptions of it but can also contribute greatly to providing insights into how HEIs can tackle the problem. Teachers can play a crucial role in detecting and responding to student plagiarism and also to educate them against it. Some studies have shown that teachers have different views and perceptions of what constitutes plagiarism (Borg, 2009; Flint, Clegg & Macdonald, 2006; Macdonald & Carroll, 2006; Pickard, 2006) and in many occasions they lack knowledge of institutional definitions of

plagiarism that consequently lead to poor tackling tools and strategies and lower contribution to raising learners' awareness towards plagiarism. Hu and Sun (2016) carried out the study aiming to observe the Chinese university EFL teachers' knowledge of a stance on plagiarism. The participants of the study were 108 teachers from 38 Chinese universities. Applying both quantitative and qualitative research methods, the findings showed that Chinese EFL teachers are tolerant of plagiarism and lack academic and teaching experience that influences on their perception and attitudes concerning plagiarism (Hu & Sun 2016).

It is also claimed that often it is unclear for the students what is and what is not permitted by their professions and their universities that results in students committing plagiarism (Peters, Boies, & Morin 2019). Besides, students arrive at the university unprepared since they lack the informational skills necessary to properly integrate the found information with paraphrases or quotations or referencing skills. Due to aforementioned challenges students face in terms of understanding academic integrity teachers play the huge role to them with all the necessary skills to avoid plagiarism and enhance academic honesty. Students need to acquire the information skills to use the obtained information in their written assignments. This involves critical thinking skill and analysis as well. They need to be taught to be better able to evaluate the relevance, value, and credibility of information. They need to apply their creative, critical thinking and problem-solving abilities to use the obtained information in their writing assignments and teachers are the ones who have to scaffold them on this path of gaining important knowledge, skills and practice. Although, unfortunately there has been the lack of research to examine what actions do the professors take to promote academic integrity among their students (Tippitt, et al., 2009; Löfström et al., 2015).

Despite the fact that multiple individual and environmental causes of HEI students' dishonest behavior have been documented in the past researches, there has been very little attention paid to the role of human values perspective in terms of plagiarism. There have been researched that casual factors of plagiarism can be rooted in personality traits (Orzeck & Lunk, 2005; Nathanson, Paulhus, & Williams, 2006; Giluk & Postlethwaite 2015). Other researchers have found that the social and environmental factors also contribute to the likelihood of students engaging in misconduct (McCabe et al., 2001; Murdock et al., 2007; Rettinger & Kramer 2009). Although little research has focused on the relationship between values and academic cheating. Values are considered to have an impact on students' patterns of judgement and behavior and their ethical dimension of decision making (Schwartz, 2012; Fritzsche & Oz, 2007). The study carried out by Koscielniak and Bojanowska (2019) aimed to investigate the direct relationship of values and were 219 Polish university students. The questionnaire, including Schwartz's Portrait of Values questionnaire was administered. The research found that socially orientated human values (Confirming and Tradition) were negatively related to unethical behavior while personally focused values (Hedonism, Power, and Stimulated) correlate positively (Koscielniak & Bojanowska, 2019).

3. Methodology

To acquire comprehensive profiles of students' practices and beliefs regarding academic dishonesty, the current paper employed mixed research methods administering qualitative methods (interviews) and quantitative methods (questionnaires). The questionnaire was multi-designed and contained several types of questions, including Likert-scale, multiple-choice and open-ended questions.

3.1. Participants

The participants of the study were 98 Higher Education Institution students from both public and private universities. 75% of the participants were female and 25% were male students. Their age ranged from 18 to 25. 53.6% of students were freshmen, 29.9% were sophomore, 15.5% were 3rd year students and 1% were Masters from the Faculty of Business and Management.

3.2. Procedure

The questionnaire was sent to 98 student participants. All of the participants filled the questionnaire. After collecting the data from the students the individual interviews were organized. Due to the constraints COVID 19 brought, the interview were administered online via Zoom platform. The students were sent the link in advance on mails. The interviews continued for 10 days and 70 student participants from 98 took part in it. The main questions asked during interview were: 1. What can students do to encourage academic integrity in their classrooms? (open question). 2. What can teachers do to encourage academic integrity in their classrooms?

3.3. Results and Analysis

The data collected from the questionnaires showed that 69.4% of students copy someone else's work or idea word for word to use as their own. And almost half of them (46.9%) consider it not to be cheating and 17.3% of them consider it as trivial misconduct. 32.7% of participants have purchased or downloaded paper online. 48% of participants do not consider it as misconduct and only 17.3% think it is a serious dishonesty. Table 1 also shows that more than half of the participants (69.4%) have copied and pasted portions from several different sources to create one document. 18.4% sometimes and almost half of the students (49%) often use synonyms to replace keywords, yet maintain the sources original content. According to the data presented in Table 2, almost half of the student participants (42.9%) do not perceive it as academic dishonesty or plagiarism and 32.7% of them see it as a trivial misconduct to copy and paste portions from several different sources. 61.2% of participants sometimes paraphrase from multiple sources without citing to create one document, while 24.5% claim to never have done it. Hereby, only 38.8% of them perceive it as a plagiarism. The data presented in Table 1 shows that 66.1% never and 91.8% of student participants often submit a paper for one class that they previously used in another and 42.9% often and 30.6% sometimes create fake citation. Almost half of them (40.8%) do not see it as dishonesty and only 26.6% on the opposite, consider it as a serious misconduct. Also, only 35.7% of participants perceive creating fake citation as dishonesty and plagiarism and only 6.1% of participants believe in opposite. The majority (86.7%) of participants often list sources in the bibliography that they do not use in their paper and more than half of them (55.1%) often provide inaccurate citation information. As seen from Table 2, almost half of the participants (44.9%) see it as academic dishonesty and plagiarism to list sources in the bibliography that they did not. Providing inaccurate citation information is not perceived as a plagiarism by 40.8% of participants.

3.4. Discussion

Both tables demonstrate that the students are mostly often engaged in the academically dishonest behavior and plagiarism. The data showed that they do not consider their behavior as misconduct. The reasons may be the lack of awareness that is resulted from the lack of training that would enhance their perception of plagiarism and academic dishonesty.

To dive deep into the reasons of the lack of awareness towards academic dishonesty and plagiarism the current study also administered the interview with the student participants. The data collected from the interviews showed that the reasons for the plagiarism and academic dishonesty are also rooted in the educational environment, type of writing assignment, time constraints and assessment methods.

The main reasons student participants mentioned was too much workload and little time that leads them to choose to plagiarize. Some of them complained about the assessment system as well.

"If the scores didn't matter as much, I think students wouldn't care about cheating".

"Teachers should show students that it is important for them to increase students' knowledge and not to give them points".

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During the interview students were asked to express what can students and teachers do to encourage academic integrity in their classrooms most of the participants expressed that students should take more responsibility for their learning and work hard.

"Study, work hard and there will be no need to cheat".

Students also suggested that they have to prioritize getting knowledge over getting good marks although the latter is not also the least importance. Some students also suggested that the senior students could be used as assets for them. Although, they did not specify in what particular way should the latter assist them since usually they turn to senior students to copy the papers or hand in their papers in other subject.

The student participants also expressed their opinion and suggested their recommendations about what can teachers do to enhance academic integrity in the university classrooms. They suggested that it is of vital importance for the teacher to be objective in terms of assessment and treat all students equally. They also emphasized the importance of the clear explanation of subject materials and instructions for the assignments. Students expressed their concern about too much focus on assessment and grades and said that teachers must not be oriented on grades but give them the knowledge.

"If scores didn't matter as much, I think students wouldn't care about cheating and plagiarism".

The participants of the study talked about the importance of training that they need to be provided with in order to gain knowledge about what is academic integrity and what is a plagiarism. They expressed their concerns that they are not well aware of the policies against plagiarism. They also suggested that as the part of teachers' responsibility the latter should "make information easily accessible, explain subject clearly, encourage poorly performing students" and find ways to raise students' interest in the subject and give them motivation to study rather than focus only on marks.

4. Conclusion and Recommendations

Based on the data obtained from both qualitative and quantitative research methods, the following recommendations can be provided:

- Dialogue and reflection on collegial level.
- Support from superiors and administration.
- Shared protocols, procedures, and plagiarism detection software.
- Re-visiting assessment practices.
- Organizing conferences, workshops, discussion panels that raise the staffs' and students' awareness towards academic integrity.
- Giving adequate tasks with suitable deadline.
- Involving the students in the campaigns against the plagiarism.

It is proposed that the HEIs have to extend and establish strategies to create values, principles and practices aligned to academic integrity. Academic integrity strategy should be very clear, assignment strategies should be revisited and university staff professional development should be promoted.

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Appendices

Appendix 1. Questionnaire

Table 1. Students' behavior

Students' behavior	Never	Often	Sometimes	Not relevant
Copying someone else's work or idea word for word to use as your own.	18.4	69.4	11.2	1
Purchasing or downloading the paper online.	34.7	30.6	32.7	2
Copying and pasting portions from several different sources to create one document.	19.4	69.4	11.2	0
Using synonyms to replace keywords, yet maintaining the source's original content.	31.6	49	18.4	1
Paraphrasing from multiple sources (without citing) to create one document.	24.5	14.3	61.2	0
Submitting a paper for one class that you previously used in another.	6.1	91.8	2	0
Creating fake citation.	23.5	42.9	30.6	3.1
Listing sources in the bibliography that you did not use in your paper.	9.2	86.7	3.1	1
Providing an inaccurate citation information	12.2	55.1	16.3	16.3

Table 2. Students' perception of academic dishonesty and plagiarism

Students' behavior	No	Trivial	Moderate	Serious
Copying someone else's work or idea word for word to use as your own.	46.9	17.3	12.2	23.5
Purchasing or downloading the paper online.	48	17.3	17.3	17.3
Copying and pasting portions from several different sources to create one document.	37.8	32.7	15.3	14.3
Using synonyms to replace keywords, yet maintaining the source's original content.	42.9	15.3	24.5	17.3
Paraphrasing from multiple sources (without citing) to create one document.	39.8	38.8	15.3	6.1
Submitting a paper for one class that you previously used in another.	40.8	17.3	13.3	26.6

Creating fake citation.	39.8	35.7	18.4	6.1
Listing sources in the bibliography that you did not use in your paper.	44.9	26.5	15.3	13.3
Providing an inaccurate citation information	40.8	24.5	16.3	18.4

Appendix 2. Interview responses**What can students do to encourage academic integrity in their classrooms? (open question)**

Take more responsibility for learning and academic space.

Study, work hard and there will be no meaning to cheat

Learn together, help each other remember the lesson. Senior students share their experiences.

Everyone should be honest and self-confident. students can help each-other, but not during the exams.

Students should understand that scores are not important. Of course, its very nice than you get maximum score, but still get knowledge is priority.

Being honest with themselves and show other students that they have very big sense of responsibility so the others will take an example from them

Prepare well for the test or exam, so they do not have to cheat

If they knew why they're here, I think they wouldn't cheat as much.

Tell cheaters that cheating will not help them to achieve their future goals and be successful and educated person

As a student i would say that if you like and enjoy subject you will try your best to write exam or assessment with your own knowledge. So I think any student should find a good side in each subject and test their knowledge by not copying from others.

What can teachers do to encourage academic integrity in their classrooms? (open question)

The obligation of the teacher is only objectivity.

Treat everyone equally and explain the subject more clearly.

Make training about cheating

They must not be veeryy oriented on grades. if once a "good" student is not able to write test at maximum point, it is okay, is not it?

I think trachers should not take extreme measures with cheating and they shouldn't be stressfully tough

I think the lecturer can not do anything because there will be students who will cheated

Talk about coming topics before exam and let students know which topics will be on exam

If scores didn't matter as much, I think students wouldn't care about cheating.

Teachers should show students that it is important for them to increase students' knowledge and not to give them points

Find ways to arouse students' interest in the subject and give them motivation

Make information easily accessible, explain subject clearly, encourage poorly performing students.

Appendix 3. Activities that can be applied to raise learners' awareness towards plagiarism and academic dishonesty.

Exercise 1. Self-evaluation quiz: Read the statements, then circle T (true) or F (false)

1. An essay should contain mainly your own original ideas. t/f
2. When you use information from other texts, you should usually quote it word-for-word. t/f
3. To paraphrase a text, just change the key words. t/f
4. When you summarize a text in your own words, you do not need to give the source. t/f
5. If you use the ideas of a writer you agree with, you don't need to give the source. t/f

Exercise 2. Read the paragraph below, which comes from the essay on cybercrime. In the spaces after each sentence:

- Write NS if no source material is needed.
- Indicate the function for any source material that is needed.
- Indicate whether you would quote the source material word-for-word or paraphrase.

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"The public perception of cybercrime is not the same as that of conventional crime, which people are much more likely to report to the police (1___). Consider, for instance, online banking fraud (2___). Although nowadays many banks encourage their customers to use online banking, the risk of online banking fraud has increased steadily (3___). However, when customers realize that they have become victims of online banking fraud, they generally report the crime directly to the bank rather than to the police (4___). If the amounts of money are small, the bank may not choose to involve the police (5___) Indeed, banks are reluctant to make incidents of online fraud known to outsiders because this could adversely affect confidence in the bank, and therefore profitability (6___)".

Antconc Concordancer - A Linguistic Research Tool**Mariam Zakariashvili*****ABSTRACT**

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

Keywords— *Antconc Software; Concordancer; Corpus linguistic software; Linguistic research.*

INTRODUCTION

Thanks to technological advances, research tasks can now be done with less effort and time. It is not new that computing and information technology facilitate the mathematical calculations required for statistical research. However, the growing trend towards the simplification of analysis and computation is currently leading to the active use of computer tools also in linguistic research. Linguistics, the scientific study of language that includes an analysis of all aspects of language, urgently needs tools to facilitate the processing of the vast amounts of information. To solve basic linguistic tasks, special types of linguistic software have been developed comprising speech synthesis, speech recognition, text analysis, text synthesis, machine translation, information retrieval, information extraction and text simplification. With the help of computer tools, linguists can not only answer difficult questions, but also identify new challenges that require effective solutions. The aim of this article is to analyze the possibilities of using a concordance to research texts extracted from the work of Laurence (2005) and to perform statistical calculations using the AntConc corpus manager.

CONCORDANCE AS A LINGUISTIC TOOL

In the modern information society, researchers in the field of linguistics actively use specialized software. The works of Dry & Lawler (1998), J. Sinclair (1991), Meyer (2002) and others were devoted to the analysis of different types of software.

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One of the important areas in linguistics is corpus linguistics, which develops the theoretical basis and practical tools for the collection, machine processing and use of linguistic data in the form of a text corpus (Meyer, 2002). Corpus linguistics focuses on the analysis of natural language using computer technology based on large volume and well-ordered text corpora (Church & Mercer, 1993). There are also some other tools which Corpus linguistics uses for researching such as Manatee (Bonito), IMS Corpus Workbench (CQP), LEXA, MonoConc, , WordCruncher, Virtual Corpus Manager (VMC) and others.

To increase the effectiveness of research, corpus managers have a number of general requirements.

The corpus manager must be able to do the following tasks:

- Create complete concordance lists;
- Search not only for words individually, but also for phrases;
- Search for templates (complex queries);
- Sort lists by multiple criteria selected by the user;
- Provide the ability to display the word forms found in an extended context;
- Submit statistical information for the specified items;
- Display the lemmas, morphological features of word forms and metadata (bibliographical, typological) depending on the marking of the corpus;
- Save and print results;
- Work with both separate files and enclosures of almost unlimited size;
- Process the request quickly and return the results;
- Support various text data formats (txt, doc, rtf, html, xml, etc.);
- Be simple (intuitively understandable) for experienced and beginner users (Church & Mercer, 1993).

The concordance used in our research is AntConc, a program used to analyze electronic texts (i.e., corpus linguistics) to find and reveal patterns in language. The application was developed in 2014 by Anthony Laurence, professor at Waseda University in Tokyo, Japan. AntConc is a free software product that can be downloaded from the official developer site (Laurence, 2014). It does not require installation, is constantly updated, and is compatible with the three most popular operating systems (Windows, Mac OS X, and Linux).

The program interface is convenient and understandable for users and does not require any preliminary study. In addition, there is a manual on the developer's official website that can be downloaded for free. The wide range of functions of AntConc makes it a powerful tool for statistical research in linguistics.

ANTCONC CONCORDANCER - BASIC TECHNOLOGICAL ASPECTS

- 1) **Downloading AntConc** - AntConc is freely available from Lawrence Anthony's AntConc homepage at: <https://www.laurenceanthony.net/software/antconc/> This is guide for version AntConc 3.5.9w. Older (or newer) versions may differ slightly with regard to the position of the mentioned functions.

- 2) **Starting AntConc** - AntConc does not require installation. It is a stand-alone program that runs by simply clicking on the icon. AntConc workspace contains four windows: **File**, **Global Settings**, **Tool Preferences** and **Help**. **File** Menu consists of standard functions open/close file (folder), clean/save file (used tools), import/export settings, restore program to default defaults, etc. **Global Settings** Menu contains the basic settings such as File Format, Marker Tag, Basic Token Options and Language Encoding. **Tool Preferences** Menu allows to configure concordance tools (for example, to ignore case, etc.). The Help Menu contains general information about the program developer, help tab and history.

The functionality of AntConc is based on seven tools that can be accessed by clicking on their "bookmarks" on the window (or using the function keys F1 to F7) - **Concordance; Concordance Plot; File View; Clusters/N-Grams; Word List; Keyword List.** (Fig.1)

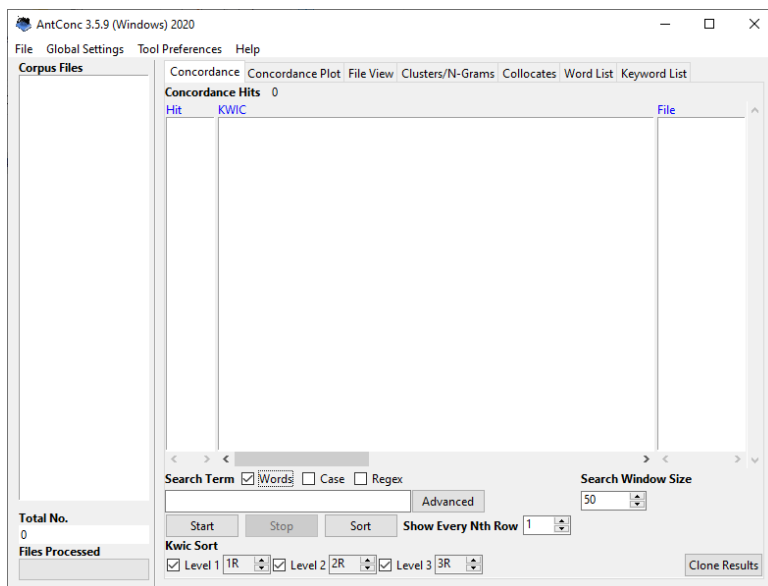


Figure 1. The main window of AntConc

- 3) **Making a corpus** - In order to be able to analyse text electronically it must be in a format that AntConc can read. This format is known as *plain-text file* or simply *text file*. It has the extension ".txt". In Windows, *Notepad* (in Mac OS X, *TextEdit*) is the included standard program for reading and creating a text file. Just type or copy-and-paste into your text into the text file editor and then save. This time, excerpts from the texts for the research were prepared from Anthony Lawrence's work (Laurence, 2014).
- 4) **Loading a corpus:** Start AntConc; Choose from the 'File' menu 'Open File(s)'; Select desired file(s); Click 'Open' button. Your file(s) should be shown in the Left-hand text box. (Fig.2)

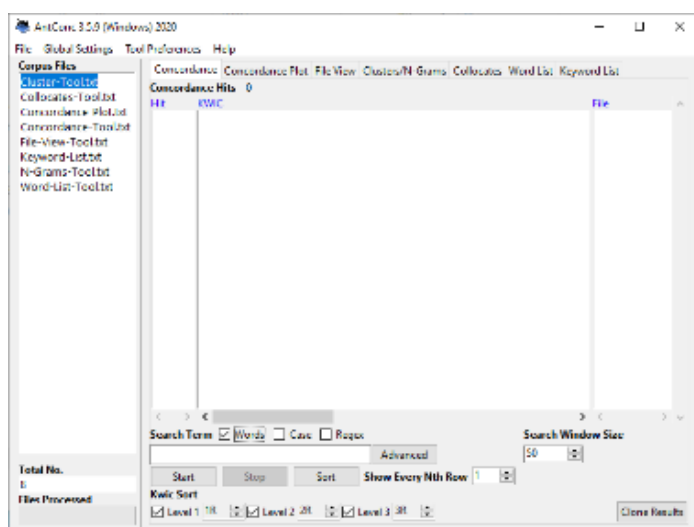


Figure 2. Display Corpus files in the left-hand text box

5) **Word List Tool** - Click on the 'Word List' tab; Click 'Start' button.

The word list should be listed in the main text box. It provides the opportunity to perform statistical research: counting the total number of words in the corpus and presenting them in a sorted list. This allows finding the words that are most frequent in the corpus. The result of the research of the corpus of texts with this tool made it possible to determine that the most commonly used words are: "the", "of" and "to" (Fig.3)

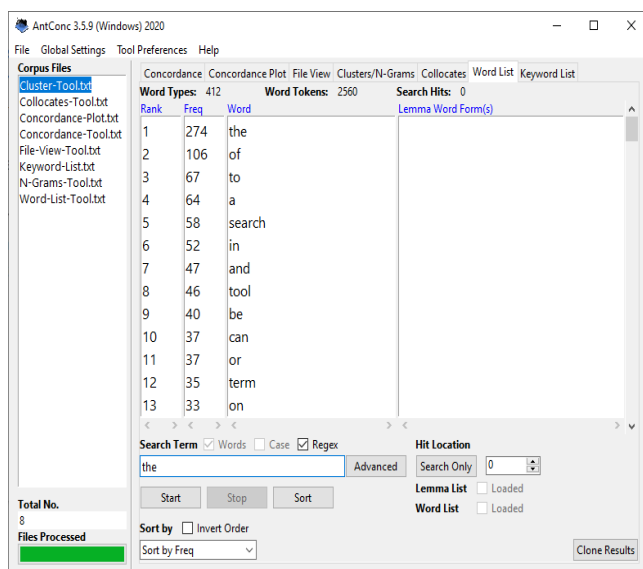


Figure 3. Statistics of frequency of use of words in the corpus

6) **Concordance tool** - Click on the word from the list in the 'Word List' tab. AntConc will automatically jump to the "Concordance" tab. Alternatively, if you already know which word you wish to search for:

- Click on the 'Concordance' tab; Enter word into the search box; Click 'Start' button. (Fig. 4)

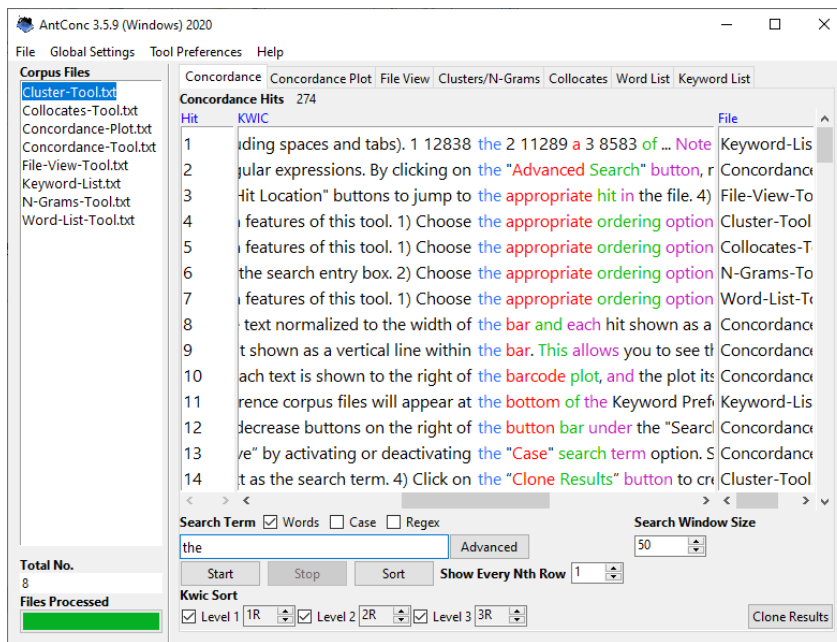


Figure 4. Statistics of the use of the article "the" in the corpus

Concordance Tool provides searches and results in KWIC format (keyword in context). This allows to analyze what words and phrases are commonly used in the text body. Using the tool, it was observed that the article "the" was used in texts 261 times. The program window also shows the combinability of this article with other parts of speech in the specified corpus with blogs.

- 7) **The Concordance Plot Tool** Provides search results as a barcode graph. This allows you to visualize the entry points of concordance elements in the text. (Fig.5)
- 8) **File View Tool** displays the text of a file that makes it possible to analyse the results obtained with other AntConc tools in more detail. (Fig.6)

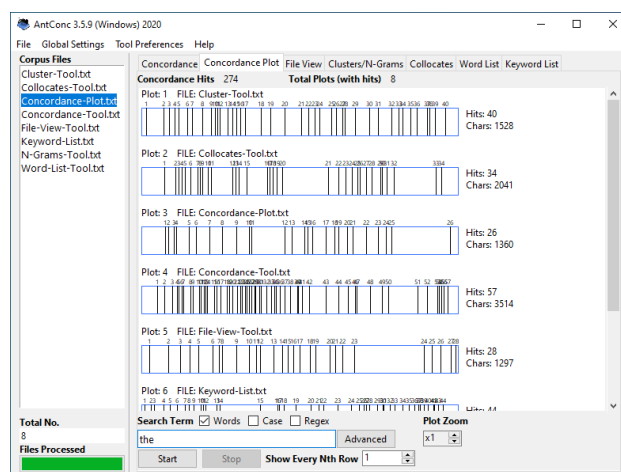


Figure 6. Graph of the occurrence of the article "the" in the corpus

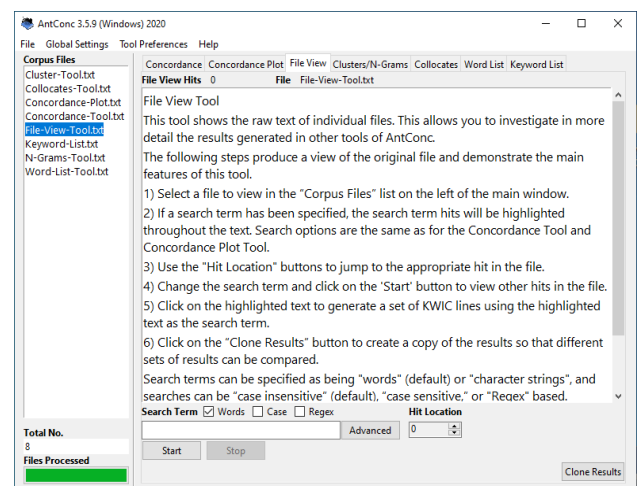


Figure 5. Display of the text of the analyzed corpus

- 9) **Clusters/N-Grams tool** allows to set the repetition rate of formed word pairs. Its advantage is the availability of various options for calculating the collocate measures: Log-Likelihood, MI, Mi+, TI-score (Tool Preference\Collocates\statistics Options). In addition, this tool makes it possible to build N-grams. At the same time, the tool contains additional features allowing to adjust the number of tokens that need to be displayed. Thanks to this tool, left and right side combinations of tokens can also be analysed (Fig.7, 6).

Clusters:

- Click on the 'Clusters/N-Grams' tab;
- Choose the Cluster Size for your search;
- Enter word into the search box;
- Click 'Start' button.

N-Grams:

- Click on the 'Clusters/N-Grams' tab;
- Choose the Cluster Size for your search;
- Check the 'N-Grams' checkbox;
- Click 'Start' button

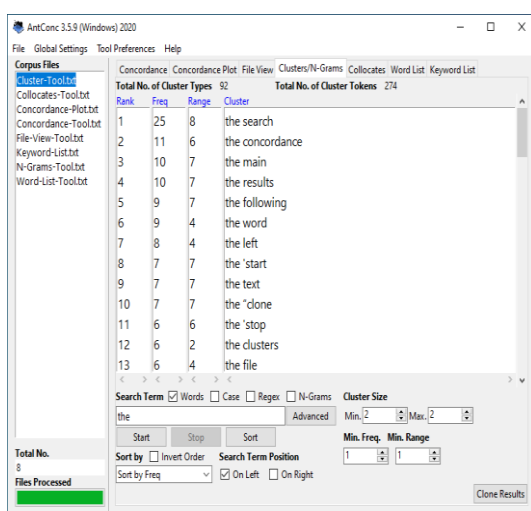


Figure 8.Left-sided connectivity of the article "the"

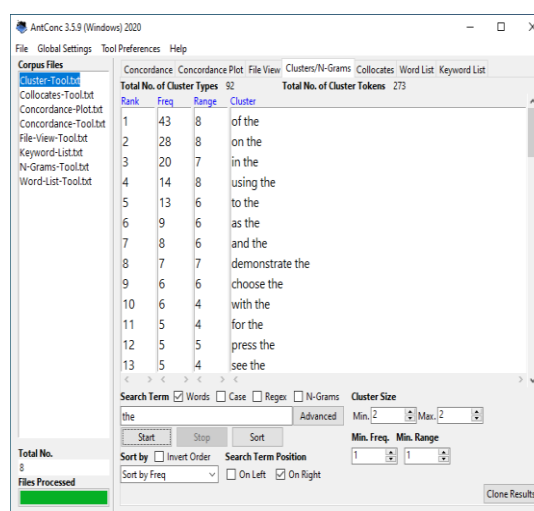


Figure 7.Right-sided connectivity of the article "the"

- 10) **Collocates tool** shows collocations from the search. This allows you to explore non-consistent models in the language. **Collocates:** Click on the 'Collocates' tab; Choose the Window Span for your search; Enter word into the search box; Click 'Start' button (Fig. 9)

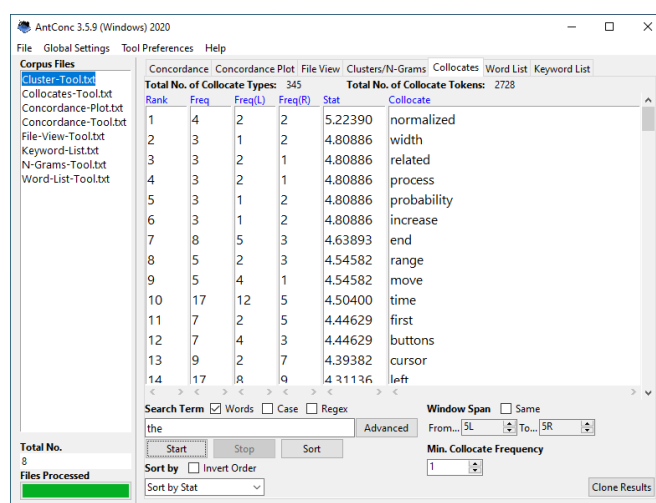


Figure 9.Sorted list of collocations with article "the"

- 11) **Keyword List tool** - The tool contributes to the definition of words with high or low frequency in order to conduct a comparative study in the referred corpus. This approach makes it possible to identify the words used in the corpus. This tool requires several complex steps as well as a *reference corpus* text file.
 - Click on the 'Tool Preferences' menu: Choose 'Keyword List' from the 'Category' box; Click 'Add directory' or 'Add Files' button; Select desired file(s); Click 'Open' button; Click 'Load' button; Click 'Apply' button; Click on the 'Keyword List' tab; Click 'Start' button. (Fig. 10,11)

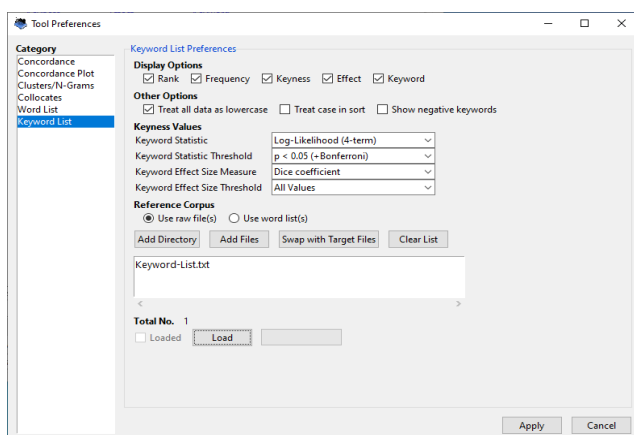


Figure 11. Keywords Tool

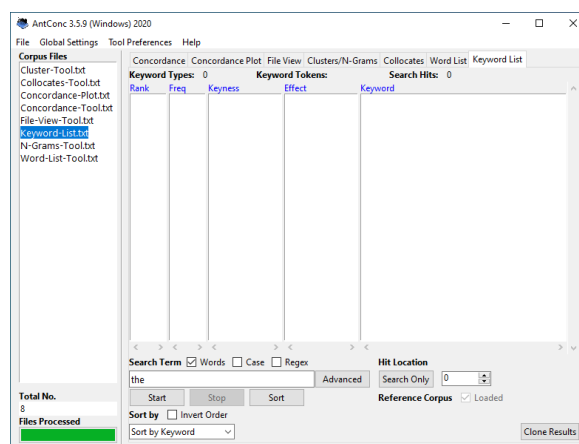


Figure 10. Keywords list Pre) ference

- 12) **Saving the Results** - The results can be saved either to the clipboard as a text file (.txt) or in a new window using the keyboard commands corresponding to the option in the File menu, or by clicking the Save Window button in each tool, respectively. Alternatively, you can run multiple AntConc clones by double-clicking the .exe file.

CONCLUSION

Corpus linguistics proposes that reliable language analysis is more feasible with corpora collected in the field in its natural context ("realia"), and with minimal experimental interference. To this end, various types of special linguistic software have been developed that allow research on a larger amount of material and with a greater degree of confidence in the objectivity of the data obtained. The benefits of using linguistic software are beyond question.

This time around, in the article we looked at the Concordance AntConc, a freeware, multi-platform, multi-purpose linguistic analysis toolkit designed by Dr. Lawrence Anthony to handle with the first range corpus. The app is a powerful language research tool that can find and count different text elements, analyze the frequency and context of use of word forms, phrases and morphemes, and compare the use of word forms in different texts.

The benefits of AntConc include: the free availability of user licenses, compatibility with different operating systems, the small size of the application, and a clear graphical user interface. In addition, complex searches can be performed using the specified application tools. However, AntConc has some disadvantages, such as the complexity of working with annotated data, especially in HTML / XML format, and the use of formats for incoming / outgoing files (input and output * txt). Also, in order to be able to work with the body of text in the Georgian language, the Georgian alphabet with all specific characters must be registered in the settings.

Thus, corpus technologies are of crucial importance for modern linguistic research as they provide objective and representative information about the frequency of use of different linguistic elements, fixed phrases and relationship attributes.

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"A Terrible Fish" as a Symbol of the Lost Youth in Sylvia Plath's Poem "Mirror"**Marina Zoranyan*****ABSTRACT**

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

Key words: *symbolism, symbol, confessional poetry, free verse, stanza, Greek mythology, Narcissus, a nymph Echo, Nemesis, subconsciousness, reflection*

Sylvia Plath is a popular American poet, novelist, and short-story writer of the 20th century. She is less known by her pen name Victoria Lucas, under which her autobiographical novel "The Bell Jar" (Plath, 2013) has been published. Plath was awarded the Pulitzer Prize posthumously in 1982 for "The Collected Poems" (2018). She is considered to be one of the founders of the genre of confessional poetry in English-speaking literature. Her most notable achievements were made in this genre. Plath's style of writing reflects her intense emotions and her battle with depression. The other representatives of the genre of confessional poetry are Robert Lowell, Anne Sexton, John Berryman, Allen Ginsberg and W. D. Snodgrass.

Confessional poetry differs in content and style from other types of poetry. This genre deals with taboo topics that were not previously discussed in poetry, such as addiction, mental health and interpersonal relationships. Confessional poets present in their works intensely personal life experiences of their own suffering and crises. It was the American critic Rosenthal who first introduced the term "confessional" about a certain kind of poetry different from other modes of lyrics, while reviewing Robert Lowell's collection of poems and prose *Life Studies* (2001). The book contains poems that are regarded as "confessional", since they document Lowell's struggle with mental illness. Rosenthal defines confessional poetry as "poetry that goes beyond customary bounds of reticence or personal embarrassment" (Rosenthal, 1960, p. 231).

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As Rosenthal (1967) claims, "the word 'confessional' seemed appropriate enough" to him, "because of the way Lowell brought his private humiliations, sufferings, and psychological problems into the poems of *Life Studies*" (1967, p. 26). He indicates that "the private life of the poet himself, especially under the stress of psychological crisis, becomes a major theme". (ibid: p.15) Confessional poetry is the poetry of the personal or "I."

The poems of Sylvia Plath occupy a special position in American literature due to its nature, topics, treatment and imagery. Her life and bitter experiences have influenced her poetry and the presentation of her material. She is widely recognized as one of the most dynamic and admired American poets of the twentieth century. In the *New York Times Book Review* 2000, an American writer and poet, Joyce Carol Oates (2001), described Plath as "*one of the most celebrated and controversial of postwar poets writing in English*" (p. 1972). Intensely autobiographical, Plath's poems explore her own mental anguish, her unsuccessful marriage to poet Ted Hughes, unresolved conflicts with her parents, and her own vision of herself. Both father and husband caused much grief and pain to Sylvia who has transformed this distress into poems full of pain, challenge and anger.

Hughes' love affair with another woman broke the heart of Plath. Experiencing the devastation of the broken marriage she started writing poems of rage, despair, love and vengeance but her poems were slowly accepted for publication. Sylvia Plath died on February 11, 1963. Suffering from the nervous breakdown and melancholia she committed suicide, putting her head in the gas oven.

Her poem "Mirror" (Plath, 1994, p. 34) is a compelling work of art, and a remarkable piece of literature. It exhibits many of the thematic and stylistic qualities which made its author one of the best known poets of her generation. The poem was composed in 1961, just two years before Plath's suicide - a two-year period which, ironically, was among the most productive in her literary career. It was first published posthumously in 1971 by Ted Hughes, in the collection of poems "Crossing the Water" (Plath, 1994).

"Mirror" (ibid.) contains many autobiographical elements that have to do with poet's difficult life. It is one of Plath's darkest and the most haunting poems, which clearly depicts her own self-doubt, fears and feelings of inadequacy. Here Plath skillfully conveys her strong emotions and employs a technique which introduces an element of confusion and obscurity.

Generally speaking, word 'mirror' has a symbolic meaning both in real life and literature. Physically, mirrors reflect light and thus reflect the world around us. Spiritually, light is symbolically associated with illumination, awareness and wisdom, etc. Therefore, in terms of spiritual symbolism, mirrors reflect truth, thus reflecting reality.

From the psychological point of view, mirrors symbolize the threshold between the two minds: conscious and unconscious. By looking into a mirror, one may look into the depths of his/her subconsciousness. The image the mirror produces is hence symbolic and can be interpreted both on the conscious and subconscious levels.

In literature, mirrors have been employed to symbolize a variety of things. Sylvia Plath's poem "Mirror" (ibid.) is an example of the symbolic use of a mirror in literature. The poem describes a young woman who is growing older while she looks into her mirror. The woman struggles with the loss of her beauty, admitting each day that she is getting old. It is not clear whether the poem spans years, or whether the woman is seeing a reflection of her future self. It seems so that she wants to discover who she is by looking into it.

From her early age deep inside Plath was frightened by the idea of ever growing old and settling down. She was determined to become a writer and not a house wife. In her journal, in which she made notes almost daily until her death, being a 17-year old teenager she confessed: "Somehow I have to keep and hold the rapture of being seventeen. Every day is so precious. I feel infinitely sad at the thought of all this time melting farther and farther away from me as I grow older. Now, now is the perfect time of my life." (Plath, 2011, p. lxvi – lxvii)

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Later she wrote: "I am afraid of getting older. I am afraid of getting married. Spare me from cooking three meals a day—spare me from the relentless cage of routine and rote. I want to be free.... I want, I think, to be omniscient.... I think I would like to call myself 'The girl who wanted to be God.'" (Plath, 2011, p. lxvii, Kort, 2007, p. 252)

Poem "Mirror" (1994: 34) consists of two nine-line stanzas which are both symmetrical, and indicative of opposition. It is written in free verse, which means that it has no set pattern of rhythm of stressed and unstressed syllables. However, Plath mingles various chiming effects, like sounds, repetitions and rhymes to create rhythm and convey various themes and impressions. *In the first stanza the speaker is a mirror, the second stanza is like a reversed symmetrical reflection of the first one (mirrored structure).*

The poem is written from the perspective of a wall mirror - the narrator. The mirror is personified, in other words, it is endowed with human traits. The poem begins with a light-hearted observation on the unfailing honesty and accuracy of mirror's reflection:

I am silver and exact. I have no preconceptions.

Whatever I see I swallow immediately

Just as it is, unmisted by love or dislike.

I am not cruel, only truthful –

The eye of a little god, four-cornered. (ibid.)

We see that the mirror describes itself as "silver and exact." It is precise and reflects everything that appears in front of it, as it is. It forms no judgments, instead merely swallowing what it sees and reflecting that image back without any alteration. The mirror is not cruel, "only truthful." If a person dislikes his/her reflection in the mirror, he/she should not think that the mirror is cruel. It simply reflects the person's image as it is. It shows us our true appearance. The mirror compares itself to a four-cornered eye of a god, which sees equally in all the four directions and treats all things alike.

Then the mirror continues:

Most of the time meditate on the opposite wall.

It is pink with speckles. I have looked at it so long

I think it is a part of my heart. But it flickers.

Faces and darkness separate us over and over. (ibid.)

The mirror says that most of the time, it keeps on looking at the opposite wall. It looks at the wall so keenly that it can make out the tiny pink spots on it. It means that the mirror is so precise that it can find out the minutest defects in anything. It has been looking at the opposite wall for such a long time that the mirror describes it as "part of my heart." The image of the wall is interrupted only by people standing in front of the mirror and the darkness that comes with night.

The second stanza has a more dramatic tone. It is like a reversed symmetrical reflection of the first one (mirrored structure).

Now I am a lake. A woman bends over me,

Searching my reaches for what she really is.

Then she turns to those liars, the candles or the moon.

I see her back, and reflect it faithfully.

She rewards me with tears and an agitation of hands. (ibid.)

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The mirror compares itself to a lake, saying, "I am a lake," this is an example of metaphor. A woman looks at herself in a lake trying to discern who she really is. The mirror shows her exact appearance with the inherent signs of ageing. The mirror says that the moon and the candle which praise a woman's beauty are liars, because they mask her true appearance. Thus the mirror is truthful and shows her the reality which is bitter for her. In return for its truthfulness, the mirror gets woman's hatred, her "tears and an agitation of hands."

Nevertheless, the mirror is very important for a woman, she cannot help visiting it over and over again, every morning to ascertain her looks. This can be interpreted as a kind of mythological allusion to Narcissus. Narcissus was a hunter in Greek mythology. "He was so handsome that all young women who saw him were attracted to him, but he paid no attention to any of them." (Berger, 2013, p. 58) A young nymph Echo, who fell in love with him, wanted to make him aware of her. One day she followed him and when Narcissus sensed her presence, she revealed herself and tried to hug him. "*But Narcissus turned away from her and said he would die before he gave her power over him.*" (ibid.) The young man despised all the beautiful women who loved him. One of them prayed to the gods and asked for revenge, "*May he who cannot love others love only himself*". (ibid.)

The goddess of retribution and revenge, Nemesis, heard her prayers and decided to punish Narcissus for his behaviour. She led him to a pool and there, when the man bent over a spring to drink, he saw his reflection in the water and immediately fell in love with it. He thought to himself, "*Now I understand how all those who loved me feel for I am possessed of a love of myself.*" (ibid.) He couldn't take his eyes off his image in the water and died as a result of this infatuation. "*His body disappeared and where he had been appeared a beautiful flower, which was named after him - Narcissus.*" (ibid.)

Plath has purposefully used the water imagery in these final lines of her poem, since it provides the same reflective qualities as the mirror, but also suggests depth, coldness, the unknown, and the threat of death by drowning.

I am important to her. She comes and goes.

Each morning it is her face that replaces the darkness.

In me she has drowned a young girl, and in me an old woman

Rises toward her day after day like a terrible fish. (ibid.)

The mirror has seen the transformation in the woman's appearance over the years. With each passing day she has been getting older and the signs of aging have become prominent on her face. Her face of a young, pretty girl does not exist, but the mirror remembers it. Over the years, the woman has "drowned a young girl" in the mirror, and now sees in her reflection an elderly woman growing older day by day. This old woman rises toward her out of the mirror like "a terrible fish." This fish could symbolize the old woman grasping for her lost youth in the same way as a fish, due to lack of oxygen, opens its mouth at the surface of the water. In other words, just as the woman's youth seems to fade away into the mirror, so does the old age get clearer and closer, rising toward her from the mirror's surface. The mirror compares the woman's aged face to that of "a terrible fish" as both are ugly and no one wants to look at them.

As Freedman (1993) claims, "Plath uses mirror as a symbol of female passivity, subjection, and Plath's own conflicted self-identity caused by social pressures to reconcile the competing obligations of artistic and domestic life" (p. 152). The mirror represents the insensible male view of a woman and what is socially expected of her: possessing an idealized beauty and perennial youth. Since the woman grows older over the years, the mirror cruelly reflects the changes in her appearance. The loss of her beauty and of her youth means death, not only the physical death but also her social death. And that's why she feels so terrified at it. So age becomes her drawback and hence the source of her anxiety and dismay. The mirror reflects the truth, and implicitly the patriarchal perception of a woman's existence. It depicts her worth only as an object of beauty, and her worthlessness when she is no longer

young and beautiful. As opposed to the male's definition of womanhood, which idealizes beauty and youth, the female looks inside to discover the true self, what she was as a person and what she has become, when she has grown old.

The mirror is an object which reflects both the woman's subordinate role and the urgency of her repressed speech. Freedman (1993) states that, "when the mirror announces its identity, it shows an active speaker and it is not a passive reflector anymore and is rebellious to the traditionally assigned roles of woman" (p. 157). The woman in the mirror, rebels against the established image of idealized womanhood. The terrible fish is her demon, the critical gaze which views her as aging and ugly. As Freedman asserts, "The fish is the woman as autonomous person and author. It is the role rejecting woman/mother who, even as she proclaims her acceptance of the task, refuses passivity to mirror, man, infant or whatever else is set before it" (ibid, p. 166). The woman confesses the bitter reality of her present existence: "In me she has drowned a young girl, and in me an old woman / Rises toward her day after day, like a terrible fish." (Plath, 1994: 34) The terrible fish, then, is the projection of the woman's multi-dimensional identity: the socially imposed identity is in conflict with a confused, self-searching identity, in a quest for confirmation. (Ghasemi, 2007: 59) Yet, the mirror refuses to comfort the woman by announcing its indifference and impartiality: "I am silver and exact. I have no preconceptions." (ibid.)

In conclusion, it is necessary to note that behind its seeming quiet tone, "Mirror" (ibid.) disguises a real violence that gradually strengthens to reach its horrifying final apex. It is a bitter even tragic poem that centers on the tensions between inner and outer selves, especially from a feminine point of view. It stresses the conflict between reality and perceptions, objectivity and subjectivity, emotion and rationality. Poem "Mirror" (ibid.) could be considered Plath's response to the oppressive modern society and the shallow truth dictated by beauty standards and physical appearance.

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The Use of Modelling Tasks in Mathematics Remedial Teaching**Marva Yarden*****ABSTRACT**

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

INTRODUCTION

Students with low achievements in mathematics are often referred by the school or their parents to remedial teaching. The main goal of remedial teaching in mathematics is to construct meaningful mathematical concepts. In practice, there is a tendency to focus more on calculating techniques and less on comprehension. Krasanti and Aracavi (2003) investigate the learning and thinking characteristics of students with difficulty in mathematics and show that these students are interested in and capable of engaging in tasks involving high-order mathematical thinking when the tasks arouse their interest and facilitate their awareness of the significance of the actions being taken.

Modeling tasks are problems of this nature. They require an analysis of a realistic situation and involve a process of organization and decision-making before mathematizing the situation.

Various countries around the world have adopted the modeling approach, as part of the curriculum, in schools that are considered to have low achievements (Blum & Borromeo Ferri, 2009). Bloom and Ferri found that students who were low achievers in junior high school, demonstrated abilities to deal with modeling tasks. Furthermore, Maaß (2005) and Maaß and Mischo (2011) claim using the modeling approach within teaching mathematic can help students overcome their difficulties and improve their mathematical abilities.

Abdelhalek and Peled (2016) conducted a long term study focusing on the students who have difficulties in mathematic while they worked in small heterogeneous groups with their classmates on a sequence of modelling tasks. The results of this study show a significant progress in their mathematical knowledge.

Following these research findings on the effect of modeling tasks with children that exhibit difficulties in mathematics, this study investigates the power of these tasks in a remedial setting.

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THEORETICAL BACKGROUND

Researchers claim that teachers emphasize high thinking processes in good classrooms, while in classrooms of students with learning difficulties they use methods of instruction that require only low order thinking (Zohar, Degani, & Vaaknin, 2001). Page (1991) adds that teachers expect good students to deal with complex and challenging learning materials, while students with difficulties are expected to learn basic skills only.

On the other hand, Haylock (1991) emphasizes the need to provide meaningful and relevant activities for students with difficulties, as well as the importance of working in small groups in coping with these tasks.

Ginsburg (1997) analyses many possible factors that might contribute to students' difficulties. He suggests that often instruction methods are to blame rather than some cognitive deficit. Thus, it can be concluded that low performance and achievement in mathematics can also result from inadequate instruction and lack of motivation (Ginsburg, 1997; Krasanti and Aracavi, 2003).

In this study, we chose to use a modeling approach. Mathematical modeling has been defined by Blum and Borromeo Ferri (2009) as a bi-directional translation process between the real world and mathematics. Blum and Leiss (2005) define modeling activities as a process of organization, analysis, and observation of situations and phenomena through models and mathematical tools.

Peled (2007) points out that to solve modeling tasks the students choose mathematical concepts and tools, available to them, and therefore develop the meaning of their mathematical concepts and the relationships among them. Maaß (2005) claims the close connection between reality and modeling activities makes mathematics more useful, interesting, and understandable, especially for students with difficulties.

Decimal structure and place value are central themes of the primary school curriculum. According to NCTM standards (NCTM, 2000), these basic concepts should be an important and prominent component of the curriculum because they form the basis for understanding different mathematical ideas and relationships. Some of the difficulty in construing place value and learning the standard algorithms is explained by their being based on the conception often as a complex unit (Cobb & Wheatley, 1988). Student development of these concepts and their difficulties are described by many researchers. Some of these studies suggest models for the gradual development of students' understanding of place value (Resnick, 1984; Ross, 1989). In this study, we used a modeling approach to promote the learning of these concepts.

METHOD

The study was conducted in a remedial education center for primary school students. Students who participated in the study were referred to the education center by school committees, to receive remedial teaching in mathematics in the light of their difficulties. The studied group included 7 third-grade students who were divided into two groups of 3 and 4 students each. We followed their learning process to examine the question:

How does a modeling task sequence affect the development of mathematical concepts among students with difficulties in mathematics?

The study was conducted using the Design Experiment approach developed by Cobb et al. (2003). This approach can be defined as a method of research aimed at developing theories, training materials, based on 'how learning works'. It involves iterative task design where tasks are evaluated and redesigned following observations of students' learning.

The study took place after the regular school day, one session per week for eight months except for holidays. Data was collected through follow up of each student in the studied group as well as follow up of each group as a whole. The research tools included pre and post-tests to examine individual mathematical knowledge and observations during the task sequence.

The mathematical knowledge tests consisted of 4 parts (detailed in the Results section). They aimed to diagnose the conception often as a complex unit, the understanding of place value in two-digit numbers, and the conceptual and procedural knowledge of addition and subtraction including cases that require regrouping.

Modeling tasks were designed using principles for constructing Model Eliciting Activities (Lesh et al., 2000) and keeping in mind the goals of the study. Additional evidence was collected from students' work through the whole sequence which consists of three big tasks each including several sub-problems.

RESULTS

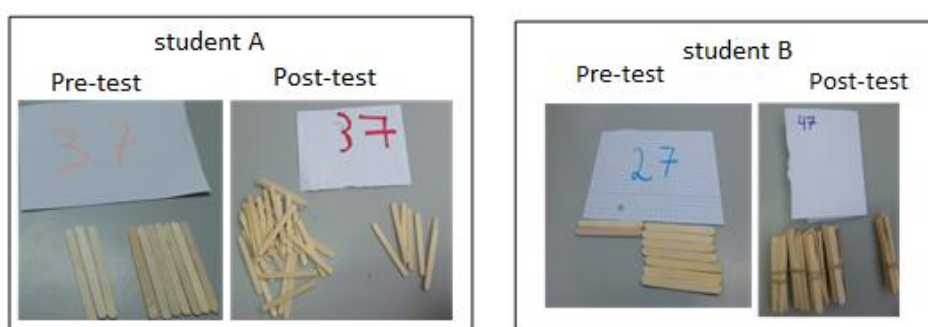
The development of mathematical concepts

The results of the 4-part pre-test and post-test of mathematical knowledge showed a significant improvement in students' concept of decimal number structure and its implementation in addition and subtraction.

The 4 parts examined student knowledge about place value (Ross, 1989), the construction of a number in a symbolic manner given the number of units and the number of tens, addition and subtraction in exercises that directly related to the number components according to the decimal system (Ross, 1989) and general addition and subtraction exercises which part of them included regrouping.

Part 1 examined the development of student's place value concept (Ross, 1989). In the pre-test, just 2 students represented correctly the quantity of each digits while in the post-test all the 7 students answer correctly. A representative example of the pre and post-test results is exhibited in Figure 1.

Figure 1: Students' answers in part number 1



Part number 2 examined the construction of a number symbolically, given the number of units and the number of tens. In the pre-test, just 2 students wrote the number correctly while in the post-test all the 7 students wrote the number correctly. Representative examples of the pre and post-tests results are exhibited in Figure 2.

Student A		Student B	
Pre-test Write the number 3 tens and 5 ones 8	Post-test Write the number 4 tens and 5 ones 45	Pre-test Write the number 3 tens and 4 ones 34	Post-test Write the number 7 tens and 4 ones 74
Write the number 3 tens and 15 ones 18	Write the number 4 tens and 15 ones 40 + 15 = 55	Write the number 3 tens and 16 ones 316	Write the number 7 tens and 14 ones 70 + 14 = 84

Figure 2: Students' answers in part number 2

Part number 3 examined addition and subtraction in exercises that directly related to the number components according to the decimal system (Ross, 1989). In the pre-test just 2 students answer correctly while in the post-test all the 7 students solved immediately the exercises using the place value concept. Part number 4 examined general addition and subtraction exercises.

In the addition exercises which included regrouping four students answered correctly in the pre-test while in the post-test all seven students answered correctly. In the subtraction exercises which include regrouping only one student answered correctly in the pre-test while in the post-test five students answered correctly.

DISCUSSION

The findings of this study support earlier studies on students with difficulties and extend them to a remedial setting, where the role of remedial instruction is mainly to promote their mathematical knowledge. Modeling tasks seem to be stimulating to the students, encouraging them to become active participants in the group's work.

The findings indicated a significant improvement in students' concept of the structure of a decimal number and its implementation in addition and subtraction. This improvement was reflected in the development of the concept of 'ten' as a composite unit, place value, and in the implementation of the decimal structure to add and subtract two-digit numbers.

The nature of the tasks stimulated the need to build efficient packages to identify and supply different quantities. This need led them to understand the advantages of packing in tens and hence to understand: the ten as a composite unit, the place value property, and the advantage in applying the decimal structure in addition and subtraction.

These findings support previous studies indicating that students with difficulties in mathematics can deal with high cognitive level tasks when the meaning of the tasks is relevant to the students, arouses their interest and motivation, and enables them to maintain contact with the meaning of the constructs undertaken (Krasanti & Aracavi, 2003; Maaß & Mischo, 2011).

This study was conducted with a small number of students and therefore we cannot claim that all the students that need remedial teaching can benefit from a modeling approach. However, we have shown that there are students for whom this approach not only offers an opportunity to improve mathematical knowledge but also to experience challenge and initiative making them active mathematical thinkers.

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Classification of Some of the Biblical Metaphors and Their Georgian Equivalents**Nino Kemertelidze*****Meri Giorgadze******ABSTRACT**

Metaphor is one of essential topics in linguistics. It is based on the principle of identification and becomes a stylistic device when two completely different phenomena/ things are united according to a certain feature, which one of them does not possess in reality. The aim of the given paper is to discuss the problem of the usage of metaphors in the Bible, to give an outline of this very important stylistic device, its classification, and identify those new classes which were revealed after thoroughly studying the material under investigation. It should be emphasized that literary metaphors May 22-23, 2021 | Online Page | 36 are most impressive, raise more emotions and have a greater degree of unexpectedness. The purpose of biblical metaphors is to make us deeply comprehend the veiled secrets of God. Metaphors in the Bible specify abstract ideas. We classified the metaphors under investigation according to their structure and their strength. We also compared English examples to their Georgian equivalents to find out how the emotional loading of English metaphors is maintained in their corresponding Georgian phrases. The thorough analysis of 50 verses of the Bible revealed three classes according to the structure. Each of them were divided into subclasses. The second type of classification, i.e. according to the strength of metaphors disclosed 5 classes. They were categorized as very strong metaphors, strong, not strong enough, trite, and very trite metaphors. Most metaphors fall under the class "not strong enough" and the least of them – under the classes "very strong" and "very trite". Finally, while comparing the English and Georgian examples, it can be said that mostly the classes coincide with rare exceptions and in two cases in the Georgian language we even did not deal with a metaphor.

Key Words: *Metaphor, classification, structure, degree of unexpectedness.*

Introduction

The term "figure of speech" or "tropes" is commonly used for stylistic devices which make use of a figurative meaning of the language elements. Among other tropes, metaphor is one of the widely used lexical stylistic devices.

Metaphor is one of the essential topics in contemporary linguistics. It has always been in the center of attention of researchers. A variety of scholars have expressed their opinions and viewpoints about this very interesting phenomenon in different fields (philosophy, psychology, linguistics, and literary theory). Linguistics always views it as means of filling in the gaps existing in language and enriching the speech (Kemertelidze & Giorgadze, 2011). "Nowadays metaphor is viewed as a means of cognition not only by researchers of the metaphor itself but also by natural scientists. Metaphor is an effective tool in wording new knowledge because it is based on at least two interacting referents that tie together old and new knowledge" (Litvinova & Menshakova, 2017, p. 100).

Metaphor is based on the principle of identification. It becomes a stylistic device when two completely different phenomena/ things/ events are united in the mind according to a certain feature, which one of them does not possess in reality. It happens

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when the creator of a metaphor finds something in common in two presented things. Metaphors are met in different functional styles but it is fully realized in belles-letters style.

The aim of the given paper is to discuss the problem of the usage of metaphors in the Bible, to give an outline of this very important and frequently used stylistic device (here, biblical metaphors), its peculiarities and classification, and identify those new classes which were revealed after thoroughly studying the material under investigation.

It should be emphasized that literary metaphors are most impressive; otherwise saying in belles-letters style metaphors raise more emotions and have a greater degree of unexpectedness than in any other styles. Unexpectedness causes great emotions in real life; the more unexpected this or that phenomenon is the greater the caused emotion is, be it negative or positive (Kemertelidze & Manjavidze, 2012). "The same can be said about any stylistic device, namely in the case of metaphor. Metaphor not only pervades the language people use about the emotions, but it is essential to the understanding of most aspects of the conceptualization of emotion and emotional experience" (Kövecses, 2000, p. 20).

Biblical metaphors may not be as strong but they have great symbolic loading as the whole Bible is based on symbols.

The purpose of biblical metaphors is to make us deeply comprehend the veiled secrets of God. Metaphors in the Bible specify abstract ideas. Some people consider that metaphors help us understand the implied hidden idea and create an image in our minds. Thus, we can properly perceive the implication intended by the author. For instance, in Psalm 103:13 we read the following - "As a father has compassion on his children, so the LORD has compassion on those who fear him", what shows how deep is the love of God when he used the image about the father's love to the son.

Classification of biblical metaphors

We classified the metaphors under investigation according to their structure and their strength. We also compared English examples to their Georgian equivalents in order to find out how the emotional loading of English metaphors is maintained in their corresponding Georgian phrases.

Let's discuss each classification separately.

I. Classification of biblical metaphors according to the structure

1. In the first class, we united the cases when two words making a metaphorical phrase are connected with the verb *to be*. The formula of these cases can be **A is B**.

a) A is B (simple case)

But now, O Lord, You are our Father, We are the clay, and You our potter; And all of us are the work of Your hand. (Isaiah 64:8)
I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing. (John 15:5)

This classification can have slight variations. Otherwise saying, this class can be divided into several **subclasses**. For instance:

- b) *Judah is a lion's whelp; from the prey, my son, you have gone up. He couches, he lies down as a lion, And as a lion, who dares rouse him up?* (Genesis 49:

This is the example of the same formula A is B, but B here is expressed in a bit different way. Namely, with the possessive form - 's. (**n's + n = NP**)

- c) *For he is our God; and we are the people of his pasture, and the sheep of his hand. Today if ye will hear his voice...* (Psalm 95:7)

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In this Bible verse, the formula A is B is even more complicated as B includes of-phrase. To be more precise, **B consists of n + of + possessive adj + n.**

d) *He said: "The Lord is my rock, my fortress, and my deliverer ..."* (2 Samuel 22:2)

Another variation of the mentioned formula is **A is B, B and B**. At the same time, B is expressed with two words (Possessive adjective + noun).

e) *Now I rejoice in what I am suffering for you, and I fill up in my flesh what is still lacking in regard to Christ's afflictions, for the sake of his body, which is the church.* (Colossians 1:24)

In the abovementioned example, A is expressed with two words (possessive adj + n) followed by the relative pronoun (which). The formula will look as follows – **A+ which is B**.

f) *Their end is destruction, their God is their belly, and their glory is in their shame, who mind earthly things.* (Philippians 3:19)

This example includes three cases of A is B, but with different variations. In all three cases, A consists of two words – possessive adjective and noun; besides in the second case B consists of two words – possessive adjective and noun, and in the third case, B consists of three words – preposition, possessive adjective, and noun.

As we have just seen, the first class has five variations.

2. The second class comprises metaphorical expressions the structure of which consists of "N + of-phrase". As the class discussed above, the examples included in the second class also have variations.

a) Simple "N + of-phrase"

And one of the elders saith unto me, Weep not: behold, the Lion of the tribe of Judah, the Root of David, hath prevailed to open the book, and to loose the seven seals thereof. (Revelation 5:5)

In the given example, Satan is compared to a chasing lion. On the other hand, a lion is also known for its royalty and is considered to be the King of Jungle. Based on this, we can say here Jesus is compared to a lion to show His strength, grand power, and quality of a king.

Such examples are met quite often. Let's bring a couple of them.

The Spirit and the bride say, "Come!" And let the one who hears say, "Come!" Let the one who is thirsty come; and let the one who wishes take the free gift of the water of life. (Revelation 22:17)

Yet if anyone suffers as a Christian, let him not be ashamed, but let him glorify God in that name. For it is time for judgment to begin at the household of God; and if it begins with us, what will be the outcome for those who do not obey the gospel of God? (1 Peter 4:16-17)

And let us not grow weary of doing good, for in due season we will reap, if we do not give up. So then, as we have opportunity, let us do good to everyone, and especially to those who are of the household of faith. (Galatians 6:9-10)

b) "N+ of-phrase" + Verb

The Spirit of God has made me; the breath of the Almighty gives me life. (Job 33:4)

c) Adj. + N + "of-phrase"

When the chief Shepherd appears, you will receive the unfading crown of glory. (1 Peter 5:4)

As newborn babes, desire the sincere milk of the word, that ye may grow thereby. (1 Peter 2:2)

d) V + N + "of-phrase"

.... have tasted the goodness of the word of God and the powers of the coming age. (Hebrews 6:5)

3. The structure of the examples included in the third class is the combination of nouns and verbs with different variations.

a) N + N + Verb

But it is easier for heaven and earth to pass away than for one dot of the Law to become void. (Luke 16:17)

Dear brothers and sisters, when troubles come your way, consider it an opportunity for great joy. (James 1: 2)

For ye shall go out with joy, and be led forth with peace: the mountains and the hills shall break forth before you into singing, and all the trees of the field shall clap their hands. (Isaiah 55:12)

It should be mentioned that the last verse contains two examples of metaphoric phrases. The first of them (*the mountains and the hills shall break forth*) belongs to the discussed class, while the second metaphoric expression (*trees of the field shall clap*) – to the second subclass of the second class.

b) N + Verb + a place which syntactically functions as an adverbial modifier of place

....so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love.... (Ephesians 3:17-19)

Let not sin therefore reign in your mortal body, that ye should obey it in the lusts thereof. (Romans 6:12)

If you do what is right, will you not be accepted? But if you do not do what is right, sin is crouching at your door; it desires to have you, but you must rule over it. (Genesis 4:7)

c) N + V + prepositional phrase

That as sin hath reigned unto death, even so might grace reign through righteousness unto eternal life by Jesus Christ our Lord. (Romans 5:21)

Thus, the I type of classification, i.e. the structural classification of the biblical metaphors revealed three classes which, in its turn are divided into subclasses: I class – 6 subclasses, II class – 4 subclasses, III class – 3 subclasses.

II. Classification of the biblical metaphors according to their strength

It is noteworthy that this type of classification is more interesting and clearly reveals the real nature of metaphors. The material under investigation enabled us to distinguish five classes of metaphors based on their strength, their emotional loading, i.e. what kind of emotions they evoke in us. It is a well-known fact that emotions are subjective; consequently, understanding and interpretation of any stylistic device is subjective. Metaphor is not an exception.

In this respect, while carrying out the research, we divided the biblical metaphors under investigation into the following classes: very strong, strong, not strong enough, trite, and very trite. We also compared the English examples to their Georgian equivalents in order to find out how the emotional loading of English metaphors is maintained in their corresponding Georgian phrases.

Let's discuss each class separately.

1. Very strong

a) As newborn babes, desire the sincere milk of the word, that ye may grow thereby: (1 Peter 2:2)

როგორც ახალშობილმა ყრმებმა, შეიყვარეთ წმიდა სიტყვიერი რძე, რათა იზარდოთ მისით.

b) For ye shall go out with joy, and be led forth with peace: the mountains and the hills shall break forth before you into singing, and all the trees of the field shall clap their hands. (Isaiah 55:12)

რადგან სიხარულით გახვალთ და მშვიდობით იქნებით ნატარები; მთები და ბორცვები მზიარულ ყიჟინას დასცემენ თქვენს წინაშე და მიწის ყველა ხე ტაშს შემოჰკრავს.

We consider that in both cases we deal with very strong metaphors: *the sincere milk of the word* in the first example; *the mountains and the hills shall break forth and the trees of the field shall clap their hands* – in the second example.

Milk of word certainly does not exist in reality. Proceeding from the Bible itself and its hidden content, we understand that under *word* is implied God's word which evokes in the mind the action of nourishment due to the word *milk*; and the word *sincere* makes the phrase even stronger.

As for the metaphoric expressions given in the second example, they arouse even greater emotions than the previous one. In reality, neither mountains and hills can break forth into singing, nor trees can clap their hands. There is no true similarity, but there is a kind of identification where two lexical meanings are realized simultaneously.

It should be mentioned that while comparing these two verses with their corresponding Georgian versions, we noticed that the Georgian metaphorical phrases arouse the same emotions and can also be considered as very strong metaphors.

2. Strong

- a) *When the chief Shepherd appears, you will receive the unfading crown of glory.* (1 Peter 5:4)

და როდესაც მოვა სარქალი, მიიღებ დიდების უკვნობ გვირგვინს.

We consider that the phrase *crown of glory* is a strong metaphor as it is quite an unexpected collocation and the word *unfading* makes it even stronger. It is certain that every unexpected and occasional case arouse great emotions. The same can be said about the Georgian version of the mentioned verse.

- b) *That as sin hath reigned unto death, even so might grace reign through righteousness unto eternal life by Jesus Christ our Lord.* (Romans 5:21)

რათა, როგორც ცოდვა სუფევდა სიკვდილში, ასევე იყო მადლის სუფევა სიმართლის მეოხებით საუკუნო სოცხლისათვის, უფლის ჩვენის იესო ქრისტეს მიერ.

In the given example we deal with two metaphorical expressions: *sin hath reigned unto death* and *grace reign through righteousness*. In reality, neither *sin* nor *glory* certainly can reign, but considering the biblical theme, sin dominated in hell and glory in heaven. This is what the main idea of the discussed verse conveys. Both of the phrases are loaded emotionally and are considered to be strong metaphors. It is worth mentioning that the given metaphors at the same time represent another stylistic device – particularly, antithesis. Thus, one and the same expressions can simultaneously be lexical and syntactic stylistic devices.

The Georgian equivalent can be analyzed in the same way.

The following example reveals exactly the same picture

- c) *Let not sin therefore reign in your mortal body, that ye should obey it in the lusts thereof.* (Romans 6:12)

მაშ, ნუ იქნება ცოდვის სუფევა თქვენს მოკვდავ სხეულში, ნუ დაემორჩილებით მის სურვილებს.

The next case is different in terms of the Georgian version.

- d) *For he is our God; and we are the people of his pasture, and the sheep of his hand. Today if ye will hear his voice...* (Psalm 95:7)

რადგან იგი ჩვენი ღმერთია, ჩვენ კი ხალხი მისი სამწყსოსი და ცხვარი მისი ხელქვეითი; ო, დღეს რომ მოგესმინათ მისი ხმა. (ფსალმუნი 94:7)

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We think that the expression *we are the people of his [God's] pasture* is a strong metaphor and it evokes great feelings, but its Georgian equivalent *ხალხი მისი სამწყსოსი* is not a metaphor at all. Let's explain this idea. The meaning of the word *pasture* is fixed in the dictionary as follows: land or a plot of land used for grazing; the feeding of livestock. While the Georgian word *სამწყსო* has a different meaning: a group of believers who have one priest as their teacher; believers in one parish. Thus, based on the difference of word meanings in English and Georgian, in the first case, we deal with a metaphor and in the second - with an ordinary word-combination as people cannot belong to pasture whereas they freely belong to the parish.

3. Not strong enough

The next groups of metaphors are united under the class which we call *not strong enough*. This is the group that comprises most of the metaphors under investigation. These are metaphors that do not arouse as strong emotions as those discussed in the previous class but have not become trite yet as those that will be discussed below. Thus, we decided to call these metaphors "not strong enough" as they are somehow between strong and trite metaphors.

- a) *But now, O Lord, You are our Father, We are the clay, and You our potter; And all of us are the work of Your hand.* (Isaiah 64:8)

ახლა კი, უფალო, ჩვენი მამა ხარ, ჩვენ თიხა ვართ და შენ ჩვენი გამომსახველი. შენი ხელი ქმნილება ვართ ყველანი.

In this metaphor, God is identified with a potter and people who follow him – with clay. Certainly, in reality, neither God is potter nor people are clay though, having in mind that God is a creator of everything and everybody in the world, the metaphorical expressions *You are our Father, We are the clay* do not arouse as great emotions as the examples given in the previous group.

The same can be said about the Georgian version.

As has already been mentioned, we deal with a lot of similar examples. But the two cases discussed below are a bit different.

- b) *...who have tasted the goodness of the word of God and the powers of the coming age.* (Hebrews 6:5)

... და იხილეს ღმერთის კეთილი სიტყვის გამო და ძალნი მომავალი საუკუნისა.

At the first glance, the phrase *the goodness of the word of God* does not evoke emotions and can be considered even as a trite metaphor, but the word *tasted* imparts some kind of strength to the whole metaphor though, it is not strong enough. We face another picture while analyzing the Georgian equivalent. As in Georgian we read only *ღმერთის კეთილი სიტყვის გამო* and the word *taste* is not mentioned, we believe that it is a case of a very trite metaphor as God's kind words are associated with God's deeds what is a wide-spread and common phenomenon.

Thus, there is a difference between the English and Georgian versions in terms of the strength of metaphors.

- c) *And let us not grow weary of doing good, for in due season we will reap, if we do not give up. So then, as we have opportunity, let us do good to everyone, and especially to those who are of the household of faith.* (Galatians 6:9-10)

სიკეთის ქმნისას ნუ მოვდუნდებით, ვინაიდან თავის დროზე მოვიმკით, თუკი არ მოვიქანცეთ. მაშ, სანამ დროა კეთილი ვუყოთ ყველას, და მით უმეტეს ჩვენს თანამორწმუნეთ.

We think that the metaphorical phrase *the household of faith* is not strong enough as those united in the group of strong metaphors. The collocation *household of God* is fixed in the dictionary, i.e. it exists at the etic level. There is a high probability that the discussed metaphor is coined in analogy with the latter.

In the Georgian equivalent of this verse, the same idea is expressed with ordinary words and expression which have nothing to do with a metaphor.

4. Trite

- a) *I am the vine; you are the branches. If you remain in me and I in you, you will bear*

much fruit; apart from me you can do nothing. (John 15:5)

მე ვარ ვაზი, ხოლო თქვენ ლერწები ხართ. ვინც ჩემში რჩება, ხოლო მე მასში,

დიდძალი ნაყოფი გამოაქვს; ვინაიდან უჩემოდ არაფრის ქმნა არ შეგიძლიათ.

In this example, Jesus Christ identifies himself with a vine and his followers are identified with branches of the vine. As it was mentioned above, unexpectedness evokes more emotions and consequently, unexpected collocations are more coloured emotionally. So, the strength of metaphors depends on the degree of unexpectedness and frequency of usage. As the phrases *am the vine; you are the branches* are not unexpected collocations and are well known enough, we consider them to be trite metaphors.

The same can be said about the Georgian version of the analyzed verse.

b) *But it is easier for heaven and earth to pass away than for one dot of the Law to become*

void. (Luke 16:17)

უმალ ცა და მიწა გადავლენ, ვიდრე თუნდაც ერთი წერტილი ამოვარდება

რჯულიდან.

In this case, the English and Georgian metaphors do not coincide in terms of strength. In the English version, we deal with a trite metaphor, while in the Georgian version the metaphor is very trite.

5. Very trite

a) *Yet if anyone suffers as a Christian, let him not be ashamed, but let him glorify God in that name. For it is time for judgment to begin at the household of God; and if it begins with us, what will be the outcome for those who do not obey the gospel of God?* (1 Peter 4:16-17)

ხოლო თუ ევნება, ნუ შერცხვება, როგორც ქრისტიანს, არამედ ადიდოს ღმერთი ამ ხვედრის გამო. ვინაიდან დროა, რომ დაიწყოს განსჯა ღმერთის სახლიდან; ხოლო თუ თავდაპირველად ჩვენგან დაიწყება, რა აღსასრული ელით ღმერთის სახარების ურჩთ?

In the group "not strong enough" it was already mentioned that the phrase *the household of God* is fixed in dictionaries. The expression is widespread and common enough evoking no emotions (maybe a bit). That is why in both languages this metaphoric phrase can be considered to be very trite.

b) *Dear brothers and sisters, when troubles of any kind come your way, consider it an*

opportunity for great joy. (James 1: 2)

ყოველივე სიხარულად შერაგბეთ, ძმანო ჩემნო, როცა ვარდებით სხვადასხვანაირ განსაცდელში.

The word-combination *troubles come* is a very trite metaphor. It is possible that once it might have been a strong metaphor, but its frequent usage "faded" it and diminished its strength.

As for the Georgian version, it does not include a metaphor at all.

Thus, while analyzing the metaphors under investigation in terms of strength and comparing them to their Georgian equivalents we found out that in most cases emotional loading coincides in both languages, but sometimes they differ and in some cases, Georgian verses do not contain metaphors at all.

Conclusion

Thus, after studying 50 Bible verses we made two types of classification of metaphors – according to the structure and according to the strength.

Based on the conducted research, three types of structural classes were revealed and each of them was divided into subclasses. The second type of classification, i.e. according to the strength of metaphors disclosed 5 classes. They were categorized as very strong metaphors, strong, not strong enough, trite, and very trite metaphors. This classification is based on the degree of unexpectedness and the frequency of usage of metaphors. The more unexpected a metaphor is and the less frequently it is used, the higher its strength indicator is. Thus, the degree of unexpectedness is directly proportional to the strength of a metaphor.

It should be mentioned that according to the empirical material investigated by us, most metaphors fall under the class “not strong enough” and the least of them – under the classes “very strong” and “very trite”. Graphically it can be presented as follows:

Not strong enough > trite > strong > very strong = very trite

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Foreign Language Anxiety in Virtual Classrooms in Turkey**Mohammadreza Valizadeh*****Abstract**

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

Keywords: Foreign Language Anxiety (FLA), English as a foreign language (EFL), virtual/online classes

1. Introduction

Foreign language learning anxiety (FLA) is defined as a "distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz, Horwitz, & Cope, 1986) (Horwitz et al., 1986, p. 128). Whether FLA can interfere with language learning has long been investigated (Chastain, 1975; Horwitz, 2010; Kleinmann, 1977; MacIntyre, 1995; MacIntyre & Gardner, 1994; Scovel, 1978; Sparks & Ganschow, 1995; Steinberg & Horwitz, 1986). It has been found as one of the main factors that can hinder effective teaching and learning a foreign language (Dewaele, Petrides, & Furnham, 2008). Moreover, it can cause learning a foreign language an unpleasant experience for learners (Horwitz, 2001; Horwitz et al., 1986). Consequently, considering the importance of FLA, researchers have tried to understand the construct and have been searching for ways of decreasing levels of FLA (Kruk, 2018). As for the empirical investigations of FLA, several researchers already explored the relationship between FLA and performance of language skills (MacIntyre & Gardner, 1991, 1994; Woodrow, 2006) as well as FLA and enjoyment in the language classroom (Dewaele & MacIntyre, 2014; Dewaele, Witney, Saito, & Dewaele, 2018).

According to the literature, there are various sources of FLA. For example, Young (1991) stated that FLA can be caused by: (a) personal and interpersonal factors; (b) learner beliefs about language learning; (c) teacher beliefs about language teaching; (d) teacher-learner interactions; (e) classroom procedures; and (f) testing. Furthermore, FLA can be caused by competitiveness among learners, harsh error correction and perfectionism (Gregersen & MacIntyre, 2014). Moreover, Yan and Horwitz (2008) argued that

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parents' expectations, cultural and regional differences, class arrangement, learning strategies, comparison with classmates, motivation and interest in language learning can cause FLA.

In recent years online learning has increased (Grant, Huang, & Pasfield-Neofitou, 2013). Virtual worlds have often been found as less stressful environments for learning (Broadribb & Carter, 2009; Huang & Hwang, 2013). Virtual language classrooms have found to improve communication skill (Al-Qahtani, 2019). In terms of the role of Computer-Mediated-Communication (CMC) environments on FLA, research has shown that CMC media can be beneficial for shy students because they usually do not participate actively during a traditional class (Cooke-Plagwitz, 2008; Tudini, 2007). The learners in Majid et al. (2012) study were not anxious in learning a language online. Grant et al., (2013) indicated although there were various sources of FLA in online multiuser 3D virtual world simulation and real-world classrooms, learners found the virtual environment less stressful regarding language use. Recently, Melchor-Couto (2017) explored the FLA levels experienced by a group of virtual learners during oral interaction activities. The gathered data was compared to that of a group of learners in a traditional classroom. It was revealed that the FLA levels of the virtual learners reduced as weeks passed. The virtual students knew the anonymity of the learners in virtual classrooms as the positive factor that could contribute to an increase in self-confidence level and the decrease of nervousness.

On the other hand, the lack of body language and non-verbal cues in virtual classes can cause higher anxiety levels in some learners (Hampel, 2003; Hampel, Felix, Hauck, & Coleman, 2005). Moreover, virtual classes may be restricting for some learners (Hampel et al., 2005). First-time users of a virtual classroom may face a "pain barrier" because of the "public and potentially intimidating nature of this virtual world" (Carr, Oliver, & Burn, 2010, p. 19). The anxiety which language learners experience in a virtual class may be related to fear of using of computer and technology (Chua, Chen, & Wong, 1999; Grant et al., 2013; Lewis & Atzert, 2000). As a result, some students may reject virtual classes (Childs, 2010).

Given the above-mentioned point, whether foreign language virtual classrooms creates anxiety heal it is under-investigated. More exploration is needed especially because virtual classrooms using technology is an essential component in distance learning and teaching during the covid-19 pandemic worldwide. To the best knowledge of the researcher of the present study, no study investigated this issue in Turkey. Therefore, the current study addressed the following questions:

1. How do the Turkish EFL university learners feel about traditional and virtual classrooms?
2. What reasons do the Turkish EFL university learners provide for their feelings?
3. Which type of education do the Turkish EFL university learners prefer: face-to-face or virtual? Why?

2. Method

2.1. Participants

The participants were 212 Turkish EFL university learners who experienced the online education during the Covid-19 pandemic. Table 1 provides a summary of participants' background characteristics.

Table 1. Participants' background characteristics

		Frequency	Percentage
Gender	Female	123	58.0

	Male	89	42.0
Educational Level	Prep (Preparatory) University	93	43.9
	Undergraduate	100	47.2
	Postgraduate	19	9.0
Age	Mean	24.77	
	SD	7.531	

2.2. Instruments

Data were gathered by means of a questionnaire, which was designed to collect both qualitative and quantitative data. The questionnaire incorporated the adapted items which had already been developed by Kaisar and Chowdhury (2020). The author of the present study carefully thought about the original items in the questionnaire to improve them in terms of wording and clarity. Moreover, in order to pursue the whole aims of the research, the format of the questionnaire was modified. Further, three questions on Likert Scale and five open-ended questions were added to the original questionnaire. Therefore, quantitative data were obtained via close-ended questions with response on Likert-scale format. Qualitative data were acquired through open-ended questions.

The questionnaire included four sections. The 1st section provided biodata about the participants' gender, age, and educational level. The 2nd section incorporated seven open-ended items on Likert scale and two open-ended questions mostly investigating the EFL learners' feelings in both traditional and online classroom environments. The 3rd section, including 13 open-ended and one close-ended questions, explored mostly the participants' reasons for their feelings. For the 2nd and 3rd sections, the participants needed to read the statements of the open-ended items and select one of the options of 'Always', 'Often', 'Sometimes', 'Rarely', and 'Never'. The 4th section, incorporating two open-ended and two close-ended questions, investigated the participants' personal preferences and reasons. The participants needed to read the open-ended statements and select one of the options of 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree', and 'Strongly Agree'.

2.3. Data Collection Procedure

Before the study was carried out, the questionnaire was piloted with a similar group of ten learners. Reliability of the questionnaire, estimated via Cronbach Alpha, was .715, indicating an acceptable level of internal consistency (Pallant, 2013).

The questionnaire was distributed to 253 EFL learners of online learning, studying at different universities in Turkey. The participation of them was voluntary and solicited via online Google Form. Learners were informed that by completing and returning the questionnaire, they had consented to participate in the study. Learners responded to the questionnaire anonymously. Out of 253 learners, 212 students completed and submitted the questionnaire.

The quantitative data were analyzed by calculating frequency and percentages using SPSS 22 and the open-ended questions were analyzed thematically using MAXQDA 10.

3. Results and Discussion

3.1. The Turkish EFL University Learners' Feelings about Traditional and Virtual Classrooms

Table 2. Learners' Feelings about Traditional and Virtual Classrooms

	Always		Often		Sometimes		Rarely		Never	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
I feel easy in a real (face-to-face) classroom environment.	80	37.7	59	27.8	55	25.9	11	5.2	7	3.3
I feel easy in an online classroom environment.	38	17.9	51	24.1	60	28.3	43	20.3	20	9.4
I feel more comfortable and less stressed in a face-to-face classroom than in an online classroom.	42	19.8	51	24.1	71	33.5	31	14.6	17	8.0
I feel easy to participate in language activities in front of teachers and classmates in a real (face-to-face) classroom.	59	27.8	66	31.1	56	26.4	22	10.4	9	4.2
I feel easy to participate in the language activities in a virtual (online) classroom.	30	14.2	49	23.1	70	33.0	49	23.1	14	6.6
I feel easier, more comfortable and less stressed to participate in classroom language activities in an online classroom than in a face-to-face classroom.	28	13.2	31	14.6	55	25.9	73	34.4	25	11.8
I feel easier, more comfortable and less stressed to	41	19.3	43	20.3	47	22.2	64	30.2	17	8.0

participate in face-to-face classroom language activities than in online classroom activities.

Table 2 shows the details of the learners' feelings about the traditional and online classroom environments. Very few students (8.5%) said that they rarely to never feel easy in a real (face-to-face) classroom environment, but the percentage of the participants who said that they rarely or never feel easy in an online classroom environment was higher, albeit not high (29.4%). Comparing the two types of environment, a large number of the students (77.4%) mentioned they feel more comfortable and less stressed in a face-to-face classroom than in an online classroom while a third of them (33.5%) mentioned 'sometimes' which implies a condition of under circumstances. The majority of the learners (85.3%) stated that they feel easy to participate in language activities in front of teachers and classmates in a face-to-face classroom. The percentage who said so for online classroom environment activities was a lower, albeit not low (70.3%). Comparing doing the activities in the two types of environment, a larger number of the respondents (61.8%) said they feel easier, more comfortable and less stressed to participate in face-to-face classroom language activities than in online classroom activities (53.7%).

3.2. The Turkish EFL University Learners' Reasons for their Feelings

Table 3. Learners' Reasons for their Feelings

	Always		Often		Sometimes		Rarely		Never	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
I feel uneasy thinking that teacher or fellow students might see my home setting or hear the voices in my home.	39	18.4	21	9.9	79	37.3	38	17.9	35	16.
I feel anxious (worried and nervous) about being disconnected during online classes.	37	17.5	48	22.6	60	28.3	46	21.7	21	9.9
I feel anxious thinking that the teacher does not see my seriousness and careful listening during the online classes.	27	12.7	48	22.6	61	28.8	43	20.3	33	15.
Because I do not have to answer questions while others are looking at me, I feel comfortable during the online classes.	34	16.0	32	15.1	77	36.3	34	16.0	35	16.
Because others do not see my physical appearance in	35	16.5	45	21.2	73	34.4	34	16.0	25	11.

an online class, I feel comfortable and relaxed.										
I feel anxious thinking that the teacher does not see my non-verbal response, such as the way I look, my nodding or shaking head during the online class.	30	14.2	33	15.6	75	35.4	34	16.0	40	18.
I feel anxious about being recorded for every activity during online classes.	28	13.2	37	17.5	64	30.2	36	17.0	47	22.
The direct presence of eye contact with the teachers in face-to-face classrooms makes me more nervous than in a virtual (online) environment.	21	9.9	32	15.1	65	30.7	67	31.6	27	12.
I have techno-phobia (i.e., fear of using technological instruments).	6	2.8	10	4.7	48	22.6	33	15.6	115	54.
Long-time use of technology during the online classes makes me anxious about my physical and mental health.	32	15.1	57	26.9	61	28.8	40	18.9	22	10.
I feel isolated (i.e., feeling unhappy because of not seeing or talking to other people) during virtual (online) classes.	38	17.9	50	23.6	57	26.9	30	14.2	37	17.
The online classroom setting makes me feel more suffocated than a real (face-to-face) classroom.	13	6.1	48	22.6	91	42.9	40	18.9	20	9.4
I feel much involved during face-to-face classes.	53	25.0	52	24.5	39	18.4	55	25.9	13	6.1

Table 3 shows the details of the learners' reasons and feelings. However, here the percentages of the positive answers are explained regardless of the frequency of them. As for the drawbacks of the virtual/online classroom environments, about two third of the respondents (65.6%) stated that they feel uneasy thinking that teacher or fellow students might see their home settings or hear the voices in their homes while below half of the Bangladeshi students in Kaisar and Chowdhury's (2020) research were concerned about this issue. Above two third of the participants (68.4%) feel anxious about being disconnected during online classes. 64.1% feel anxious thinking that the teacher does not see their seriousness and careful listening during the online classes.

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About two third of the students (65.2%) feel anxious thinking that the teacher does not see their non-verbal response, such as the way they look, their nodding or shaking head during the online class. 60.9% feel anxious about being recorded for every activity during online classes. Although below a third of the learners (30.1%) stated they have technophobia, 70.8% of the respondents said that long-time use of technology during the online classes makes them anxious about their physical and mental health. 71.6% of the participants stated that the online classroom setting makes them feel more suffocated than a face-to-face classroom while below half of the Bangladeshi students in Kaisar and Chowdhury's (2020) research felt so. 68.4% feel isolated during virtual/online classes his number is two times higher than the number found in Kaisar and Chowdhury (2020) as for he Bangladeshi learners' opinions. 67.9% of the learners feel much involved during face-to-face classes. Nevertheless, similar results were found by Kaisar and Chowdhury's (2020) as for the other points.

Regarding the responses to the open-ended questions, the students who stated they always, often, or even sometimes feel easier, more comfortable and less stressed to participate in face-to-face classroom language activities than in a virtual/online classroom ones, were asked to elaborate on their reasons other than the ones they specified through close-ended items above. The students mostly referred to the existence live interactions in face-to-face environments as a positive effective point. The same problem had been announced by Bangladeshi students in Kaisar and Chowdhury's (2020) research. What follows are some of the Turkish EFL learners' responses in the present study:

Because in real-life class environment you have more warm relationships with friends; you can be like a family, but in a virtual class, you don't feel relaxed.

In a real face-to-face classroom, interaction is more intimate and friendly, which reduces my stress and anxiety level.

I like eye contact and direct speech. This way is natural. I can also get a quick and understandable feedback.

Research has emphasized the importance of interaction in the online learning environment (Kauffman, 2015; Kuo, Walker, Belland, & Schroder, 2013). It was also criticized that interaction is not at desired levels in online environments, which can be problematic (Zhu, 2012). Interaction and collaborative activities can increase motivational level of the learners (Ozkara & Cakir, 2020), which consequently lead to decreasing the foreign language anxiety level and thus enhances the learners' performance in English (Liu & Huang, 2011).

In addition, several responses were related to individual differences and preferences, corroborating Aydin's (2018) argument. Below there are some of the responses.

I feel more comfortable when I talk with my teachers and my friends in a real classroom. Talking in front of a screen is more stressful for me.

I always get palpitations when I speak in the online class. Interaction in face-to-face activities is by far better and I can easily convey my points in real classes.

Because when I don't have eye contact with others in class, I feel confused. Confusion in online classes is stressful and tiring for me.

Some also mentioned their lack of technological knowledge as troublesome in online classes. Aydin (2011) also stated that Internet familiarity can be a factor considerably affecting the anxiety level.

Those who are not good with technology in online education have problems, but there are no problems when they are trained face to face.

Because not every person is good with technology and these people are afraid of making mistakes, but in face-to-face learning, this problem disappears.

Some pinpointed the technological infrastructure problem, such as power outage or internet low speed or non-existence of internet connection.

Communication is stronger in face-to-face education because there are no problems, such as cutting off of internet etc. There is no problem with internet in face-to-face classes, so students can listen carefully and the lesson is not disrupted.

Nevertheless, in terms of the benefits of the online classes, 67.4% of the students said that because they do not have to answer questions while others are looking at them, they feel comfortable during the online classes. Even more numbers of them (72.1%) mentioned that because others do not see their physical appearance in an online class, they feel comfortable and relaxed. Above half of the students (55.7%) stated that the direct presence of eye contact with the teachers in face-to-face classrooms makes them more nervous than in a virtual/online environment whereas a little above a third of the Bangladeshi students in Kaisar and Chowdhury's (2020) study got stressed because of this issue. Nevertheless, similar results were found by Kaisar and Chowdhury's (2020) as for the other points.

As for the open-ended questions, the participants who stated they always, often, or even sometimes feel easier, more comfortable and less stressed to participate in classroom language activities in a virtual/online classroom than in a face-to-face classroom environment were required to explain their other reasons in addition to the ones they mentioned in close-ended items. Some referred to the current pandemic and stated that it is risky for their health to be in the classroom right now. Nevertheless, the majority of other responses were pertinent to the individual differences and preferences. The followings are some of their responses:

I find it simpler and more comfortable to attend classes online, I do not have to leave home every morning and come to school every day. I prefer online education even if face-to-face lessons are more efficient because I love the comfort. I do not have any hesitation in participating in classes. I speak whenever I want in online classes.

It is a personal attitude. I cannot be comfortable among people. I feel more comfortable because I am not in the same environment with teachers and friends. I think this helps me understand the lessons better in online lessons.

Nobody sees you; I can speak comfortably. In a real-life social environment, I am more stressed and anxious in front of the public. Online world is more comfortable for me due to the thoughts such as if I mispronounce or if I cannot express myself well, making mistakes is not a big problem.

I usually feel more comfortable when I am alone. In real classroom, when you speak, people stare at you. This is stressful for me, so I'm good in and happy with online class.

In real life I get very stressed in front of people. I feel like I am constantly in an exam due to the classroom environment, but I have not experienced such pressure or anxiety in online classes.

The mentioned reasons can be pertinent to general foreign language anxiety or foreign language oral interaction as well as low-self-confidence, too. As Pichette (2009) maintained, general FLA can make learners unwilling to interact with their peers in the classroom, and it is probable that some students resort to virtual learning for such reason because they seek security and comfort in anonymity. Moreover, the current study found that there were students who misused the virtual classroom environment. The following is an example of what one of them said:

I sometimes feel more comfortable in virtual classes because nobody is looking at you while you are speaking and to be honest you can trick others when you can't speak or you don't know the answers; for example, you can say your internet connection has gone, but in real classes you don't have a chance like that.

The students who felt much involved during face-to-face classes were inquired to elaborate on their attitude. The followings are some of their reasons:

When I see everyone face to face, I feel more active because almost everyone in the class plays an active role, but this isn't the same when it comes to online classes. Some people are always absent.

It's because I can ask any question easily in the face-to-face classes and also the teacher can create various activities like presentation and role-plays. We can also show the teacher what we've learned and get feedback.

When I am in a real class, I am generally more interested in the lesson, but in a virtual class, I'll definitely be distracted easily. I can focus more easily in a real-life classroom.

A lot of things distract my attention in online education. I can eat while the lesson is being taught. I can look at the phone and even do my hair. I think it's natural. From time to time, people's attention may be distracted and it can be difficult to focus for a long time.

In face-to-face classes, I can give my attention directly to the teacher or subject, but I can't do it in a virtual class at home. I don't feel myself in a classroom. Instructors and other people can't see me or do not talk to me, so do this situation gives me the feeling as if I'm sitting alone in a room with a TV.

In the virtual class, most students neither start their webcam nor turn their microphones on, so I feel like I am talking either to myself or the machine. Also, eye contact, showing feelings, and understanding others' emotions make the class activities more interesting.

3.3. The Turkish EFL University Learners' Preference and Reasons

Table 4. Learners' Preference and Reasons

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
A face-to-face classroom is more suitable for me than an online language class.	14	6.6	38	17.9	68	32.1	50	23.6	42	19.8
An online class is more suitable for me than a face-to-face classroom.	31	14.6	64	30.2	71	33.5	27	12.7	19	9.0

Based on table 4, regardless of the 'neutral' answers which show the respondent may still be on the fence about the required point, 43.4% of the participants stated that a face-to-face classroom is more suitable for them than an online language class while 21.7% said that an online class is more suitable for them than a face-to-face classroom. Comparing Turkish learners in this study with Bangladeshi students in a similar research done by Kaiser and Chowdhury (2020), similar results were found as for the number of participants who stated online environment is more suitable for them than face-to-face classrooms. However, below half of the Turkish learners stated that a face-to-face classroom is more suitable for them than an online language class whereas the majority of the Bangladeshi students declared so.

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Via open-ended questions, the students were required to explain their own reasons for what they prefer. Most of the reasons were repetitive, but the followings are some of the reasons for their preferring face-o-face classes:

The only technological device I have access to is my small smart phone and sometimes I have problems in the virtual classes and exams. Face-to-face education doesn't involve these kinds of problems.

Although I am a rather introverted type of person, I think that the most important part of a successful education is direct and easy access to teachers which is lacking in virtual learning programs. It is hard to understand lessons and even explain oneself from such a 'distance'.

As a human being, I prefer to be in face-to-face and social environments. I could enjoy with my friends while we were in real class. I could make a lot of fun and of course do some activities with my friends. I can't live without real talking to people; it makes me happier and more confident.

In class environment, I can concentrate more and I believe that we can develop ourselves more and I also strongly think that university and class environment prepares us for work life and we should know how to express ourselves without any hesitation, but in online environment, we don't know how to talk with people and I think this will affect us in our future work lives.

Additionally, what follows is some of the reasons for their preferring virtual classes other than the previously mentioned ones. Like what Pichette (2009) already mentioned, the most commonly stated reasons were the place they live, their work schedule, the life costs, life roles, commuting difficulties, and individual differences.

I work during the day, so it will be difficult to go to school in the evening. I am also married and I have a son. I have a lot of responsibilities, so I choose distance education because I can take lessons from my home comfortably.

I do have to work in order to pay my tuition and expenses both for school and for my home. Virtual classes are giving me opportunity to support myself financially.

Online education is flexible. It gives me more free time. Otherwise, it would not be possible for me to attend any other classes because of lack of time and not being in a bigger city.

Because lessons are recorded, when the lessons are over, I feel better. I'll have a chance to watch the lessons again.

As the concluding remarks, the findings of this study entails reiterating the Kaisar and Chowdhury's (2020) recommendation. Instructors need to employ more innovative techniques to make online language classes more exciting and interactive. The government and policymakers must upgrade the internet network to ease such anxiety.

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

Nana Aleksidze*

Abstract

We all have a myriad of short, medium and long-term goals in our lives and all these goals will have one thing in common. This is what Adler referred to as "long-term goals or the "fictional-goal". When we understand the reasons for our behaviours, then we can change them, to focus to behaviours without looking behind and beyond them is the same as treating a symptom, not the cause. The same is in education and in teaching, if an instructor intends to change the behaviour of a student, then he/she is to point out the symptoms and the content of the symptoms, then diagnose the cause and only after that it is possible to change them. As it is in individual psychology the same can be said about the educational process in terms of the students individual pace of development and their individual attitudes towards the reality existing in the classroom and in general, in the world. The concept of the 'private logic' (Adler, 1992 p. X) is that what individual psychology refers to those different perceptions of the facts around the person and students, in our case. The private logic is that container which accumulates the ideas and thoughts of the students about what they are, what they believe, that their conscious thoughts, feelings, emotions, and behaviour are all the products of the unique belief system which each of them holds out of their awareness. The effectiveness of implementation Adlerian psychological methods in educational process is that it enables instructors to act in a systematic way in order to tailor the whole process of teaching/learning to the existing reality in the classroom, to be present –centered, goal-oriented and what is the most important to be student-centered. For these goals, the individual psychology very closely attached to the humanistic points in education can maintain such a person –centered atmosphere in the classroom in which students can feel psychologically safe, motivated and encouraged to study and to be actively engaged in meaningful learning process.

Key words: psychologically safe environment, student-centered approach, private logic

Introduction

How we educate children? This is perhaps the most important question in our social life. Education whether carried on in the home or at school is an attempt to bring out and direct the responsibilities of individuals. The effective and relevant implementation of the psychological aspects in education is thus necessary basis for proper educational technique (Adler, 1930, p. 100). The most general principle of education is that it must be consistent with the later life that individuals will face. According to Adler (1930, p.120) if we do not educate children in society's ideals, then these children are likely to encounter difficulties later in life. As they will not fit in as members of society and they will not be able to have proper abilities of self-expression and self-understanding.

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Speaking about the ideals, individual psychology concerns not a mere or narrow notion of the ideals of one concrete society but it refers to the broad understanding of the general ideals of the nations. Education should keep in mind a very broad ideal, it should be an ideal that will always have its place and will teach individuals to adjust themselves properly changing circumstances.

Until modern times teachers were rarely exclusively teachers, their schools were not the sort of places in which children's psychological problems could be solved. Individual psychological aspects in education stress focus of interest to the proper diagnosis of the problematic symptom, detecting the causes of the symptoms and then solving them concerning the individual and situational characteristics. When we understand the reasons for our behaviours, then we can change them, to focus to behaviours without looking behind and beyond them is the same as treating a symptom, not the cause. The same is in education and in teaching, if an instructor intends to change the behaviour of a student, then he/she is to point out the symptoms and the content of the symptoms after then diagnose the cause and only after that it is possible to change them. (Adler, 1992). However, if the cause occurs to be unchanged then another symptom will replace the first one, because according to Adler (1992) it is confrontative with regard to the unknown reasons which occurs in students and directs their behavior and the purpose of actions. Later, below in this article we will speak about the methods how to make it possible to notice the symptom, detect the cause and solve the problem.

Problem statement

The educational system reflected the ideals of the time it existed. Today, the school system responds to a different set of national ideals. We no longer have schools in which children must sit quietly, hands folded in their laps and not move. Now we have schools in which the teachers are tend to be or ought to be the friends of their students and they are no longer compelled by authority merely to obey, but encouraged to develop more independently and to think for themselves.

The modern school cannot work on the principle of suppression and punishment, but rather on the idea of trying to understand and solve children's personal problems. There are number of mistakes beginning in childhood, which do not seem important until they become involved in a committed relationship. For example, some people always think they will be disappointed who either feel that they have been displaced in their parents' affections by another, or have been experienced an early difficulty which has made them superstitiously afraid that misfortune may reoccur. This fear and expectation of disappointment will later in their adult life create jealousies, and suspicious in relationships and low self-esteem. This proves the significant importance of the proper formation of the self-image and prototype of a student, based on their Private Logic. Education in this regard together with the family plays a great role. Adlerian psychology states that the reason why these above mentioned aspects are given such undue importance in many peoples mind, in modern educational and pedagogical process and in up-bringing , is that it is a topic on which people generally do not receive education. They directly do not study how to be self- convinced, how to be adjusted to the society and how to manage the core complexes of the individual's self: complex of inferiority and complex of superiority. According to Adler (1930, p.148.) there are three general questions in life. The social question, involves our behavior with others and we are taught from the first day of our live how to act in the company to others.

Three fundamental questions in individual psychology concerning the education of children

A child from its earliest infancy is engaged in a constant struggle for development and this struggle is in accordance with an unconsciously formed but ever-present goal –a vision of greatness, perfection and superiority (Adler, 1930, p. 16). In order to know how a child/student thinks, we have to examine his/her relationship to his fellows. These relationships between or among the students are determined on the one hand by the very inborn /genetic nature of them and is the subject to be changed or are slightly modified by the up-bringing process. But on the other hand they are determined by fixed situations such as social, traditional or other community and national determinants (Adler, 1930, p. 34).

Thus, the attitude of the individual with regard to the three fundamental questions of individual and social life reveals his/her true self as nothing else can. Knowing the answer to these questions enables instructors to maintain the effective and psychologically safe educational process, where they can manage to direct the cause of the students' psychological state and behaviour either problematic or weird and can solve those issues properly and ecologically defending the interests of the students.

The first of these questions is the social relationship, which we have discussed in the context of the contrast between the private and objective views of reality. In this aspect, the social relationship manifests also this specific task of formation and expression of these views, this is the task of making friends, getting along with other people.

This first question comprises the several sub-questions:

- How does a student meet this problem?
- What is the reaction and the answer to the problem?
- What is the cause of the problems?

When a student believes he/she can evade the question by saying that the matter of friends, the matter of social relationships and the matter of classroom relationship are complete indifference to him/her, then indifference is his/her answer to those questions and the cause of the problem is indifference which derives the symptoms and makes the consequences. From this indifference, we can of course draw conclusions as to the direction and organization of his personality. It needs to note that the social relationship is not confined merely to the physical making of friends and meeting of people: all the abstract qualities like friendship, comradeship, truthfulness and loyalty cluster about this relation and the answer to the social relation indicates the individual's answer on all these points.

The second great question concerns how the individual and the student wants to make use of his/her life. What part he/she wants to take in the general division of the classroom and educational activities, what part of his ego he wishes or is able to manifest. According to Adler (1930, p.18), this is the issue of how a student's or an individual's actions and responsive behaviour determined by the existence of the ego, this is the relationship of the individual's inner ego states as considered to be intro spectrum factor and its reflection towards the reality, Adler calls this **I-You** relationship or *Fundamental Relationship of Man-Earth*. The sub-questions in this second question are:

- What does the individual want from the universe, from the earth, from his/her inner world?
- How mature is he/she to solve the issues based on his/her subjective viewpoints and perceive reality subjectively and objectively.

Success is determined not by our private will but in relation to objective realities. For this reason the answer that an individual makes and the manner in which he /she makes it, to be question of occupation throws a very revealing light on his personality and his attitude towards life.

The third fundamental question arises from the facts that humankind is divided into two sexes. The third question is concerned to the gender issues. The solution of this problem is again not a private, subjective matter, but it must be solved according to the inherent objective logic of the relationship. Female and male students have more common but also some different tactics to response the reality and the actual problems based on their gender. The third question comprises several sub-questions:

- What is my (student's) position towards the other sex?
- What is the society's expectation of my style of reaction?

The typical private conception is a mistaken conception that is to say that a correct solution can be arrived at only through a careful consideration of all questions, which cluster around the sex relationship.

According to those three fundamental issues, Adlerian psychology states that they are the fundamentals of the individual's formation of their self, prototype, their attitude towards their own self as their rate of self-understanding and also their attitude towards others and towards the world. How they communicate and act, what are those complexes they avoid or cover, what are their goals of life and how they form their private logic.

Social feeling of a student, striving for superiority, inferiority complexes

As views on human nature, there is no doubt that the social feeling is superior to the individualistic striving. Social Feeling plays a most important part in the ability of human being to speak and to think logically two functions, which we might almost regard as holy. Teachers in the educational process have ability to observe how their students speak to each other, how they think and what their attitudes towards the outer world and towards others are. Social feeling gives a security which each individual can feel and which is for him/her the main support in life. No matter how autonomous and independent the person is, no matter how dedicated the teachers are to develop these skills of independence and autonomy in their students, still without the supportive and safe socially friendly environment, students could not be encouraged and motivated. Despite the strong inner motivation, students need outer motivation too, which is maintained by the social atmosphere. The conceptions for which a human being is prepared in childhood are usually presented in one-sided manner. If the practical question is put before instructors: "how can we tell the degree to which social feeling has been developed in a child? The answer is the strive for being individual, as it is impossible to imagine a person/ a student/a child in our present civilization without some desire for being individualistic (Adler, 1930). If there are cases in the classroom that children are too much striving for superiority, force themselves to the front with no consideration for others, we may be sure that they have less social feeling than those children/students who avoid that particular procedure. This is the result that in this case the student's degree of social feeling is not sufficiently developed.

When we deal with children whose ideas have become so confused that they have developed harmful or criminal tendencies, we must recognize that no amount of moral peaching has ever had any effect. In such a situation, it is much more desirable to probe a little deeper in order to be able to abolish the evil by pulling up the roots that is to diagnose the symptom and detect the cause in order to cure the roots. In other words, instructors must relinquish their role of judge and assume that of comrade, friend and even doctor.

If we (teachers, parents) constantly tell a child that he/she is bad or stupid (no matter what facts and concrete "evidences" there could be to think so), he/ she will become convinced in a short time that we are right and he/she will not have sufficient courage thereafter to tackle any task presented to him. What happens then is that the child fails in whatever he tries to do. The belief that he is stupid takes firmer root.

In the formation and development of the social feelings, the influence of the environment is always perceptible in every mistake made by a child. There is always something subjective in the development of a child and it is this individuality, which pedagogues must investigate. It is this individuality, which prevents the application of general rules in the education of groups of children. This is also the reason why the application of the same rule results differently with different children. Social feelings are one of the important standpoints in the formation of the individual's private logic/ psych life. The kind of private logic and the kind of personal image or the individual's prototype are all in the interrelationship and interdependent. According to Adler (1930, p.28), *"we cannot imagine a psychic life which is isolated; we can only imagine a psychic life bound up with its environment, which receives stimuli from the outside and somehow answers them"*. The psychic life and the formation of the individual's prototype is determined by his/her goal. The goal which is determined by the inner and outer world and perceptions of the individual, inner as his/her personal insight and outer as his/her responses and reactions towards the environmental stimulus. In other words intra and extra motivations. No human being, as Adler states (Adler, 1992, p. 29) can think, feel, will, dream without all these activities being determined, continued, modified and directed towards the ever-present objective. Our civilization makes important contributions

to the determination of the private, Fictional goal. It sets boundaries against which a student battles himself/herself until he/she finds a way to the fulfilment of his/her wishes which promises both security and adaptation to his/her life. The sense of being safe and feel psychological safety goes through the feeling of being accepted and convinced. Thus rises a new movement in the individual's Private Logic, the movement of the tendency towards domination and superiority. Like grown-ups, children want to outdistance all their rivals, strain for a superiority which will vouchsafe them that security and adaptation are synonymous to the goals they had set for themselves (Adler, 1992, p.30).

Community learning as a mean for raisin the social feelings in students

By maintaining, the community learning instructors develop cooperation and collaboration among students, raise social feelings and lessen the extreme risks of improper feelings of superiority or domination. Choosing a relevant form of communication makes it easy to create a friendly and familiar environment in the classroom and to help students feel psychologically safe. One of the contributive ways of creating such kind of acceptable climate in the classroom is developing and building a learning community.

Contemporary schools experience the need of learning communities. Creating the community requires time and merit from teachers in order to provide adequate and reliable activities and materials for the classroom use for promoting the creation of learners' community (Lewis et al., 2014). Maintaining the community engagement creates the community itself. By getting their students actively engaged in the educational processes, teachers create their learning community. With culturally diverse classrooms it is far more important to have students be collaboratively engaged in the educational activities, to exchange their knowledge and develop the abilities of partnership (Driscoll, 2009, p.6 as cited in Plante & Truitt, 2016). Creating the learning communities makes students be engaged in the collective learning processes, motivates and empowers them to share and generate ideas. Learning communities encourage even the shyest students to share and to justify their ideas, enable them to be risk-takers and challenge each other's' work and thoughts. Teachers getting their students work in groups on worthwhile tasks, modeling good activities and conducting interesting questioning help students to be more collaborative and actualized. These methods of community learning provide effective support. Teachers work as facilitators for creating the relevant atmosphere in the student-centered classroom (Radda, 2012).

Creating a leaning community is more effective when there are some course norms in the classroom. Class norms are those norms which are shared and generated by all class members, by teachers and by students. They collaboratively participate to make the norms and have their ownership of them. A learners' community requires from teachers to help students to consider what they need from each other in order to feel supported and comfortable, to take risks and share their viewpoints and ideas. Asking students questions about what they want, how and why to learn and to act enable the instructors to have an adequate direction of an effective educational process. Teachers should enable students feel free in generating and sharing ideas about their attitudes towards the ongoing classroom activities and processes. Students having participated in creating the classroom norms and rules are more responsible in defending and following them, as they realize their role and responsibility in creating and following them (Radda, 2012).

After creating the classroom norms, teachers should apply several student-centered techniques and strategies in this regard. Stimulating students to have a deeper understanding of their roles and responsibilities in the teaching/learning process, conducting culturally relevant teaching on the basis of cooperative and collaborative disciplinary principles through the means of consistency management make the whole classroom more student-oriented and make the students to be more actualized and motivated.

Schoolwork is a task that demands cooperation with the teacher and with the schoolmates, as well as interest in the school subjects. By the students' responses to their new situation, teachers can gauge their degree of co-operative ability and his sphere of interest. Teachers can:

- Ask in what subjects the child is more interested
- See whether students are interested in what another person says
- See what are the other spheres of interest
- Can ascertain all these facts by studying the attitude of the child, his posture and look, the way the student listens, whether he/she approaches the teacher in a friendly manner or whether he stays far away from him etc.

Often the symptom of lost concentration in the educational process and on school subjects as Adler (Adler, 1992, p.167) are largely dependent upon the rate of students' interest in their teachers. It is a great question as how children are influenced by the school routine and whether they are not oppressed by the heavy school curriculum. This is the great discussion at the present time over the question, shall we teach the students to learn subjects and facts or shall we educate the child's personality. Adler considers that both are important for the relevant formation of private logic, for self-image and for social/individual prototype.

There is a point that educators must not overlook and this is that children at school feel themselves to be in a personal competition. Of course, the ideal school class should be a unit in which each of the children feels him/herself a part of the whole. Teacher should see to it that the rivalries and personal ambitions are kept within bounds. Self-government conception is very important in the classroom, moreover it is helpful. The advice and guided direction of the teacher is so important, a proper word from the instructor will transfer the energies of the child from competitive to cooperative channels. Development of cooperativeness among students is creation of the social feelings and socially friendly atmosphere.

Discussion and conclusion

According to Adlerian psychology and its concepts of education of children, humans are characterized by unity across the broad spectrum of personality: cognition, affect, and behaviour. These aspects of unity of personality influence on the formation of the private logic of a person. Private logic, a term adapted from Adler's "private intelligence," describes the fictional line of reasoning proceeding from private meaning, that is, meaning premised upon the person's private and unique evaluation of self, others, and the world, and what life requires of him or her. Private logic diverges from common sense, the degree of divergence, the discrepancy between private logic and common sense. When we act, we do so in accordance with our private logic, which is largely unknown to us but nonetheless determines our behavior.

For example, a student may believe that he should get A's in all of his classes, and that if he doesn't he is a failure. This is his private logic. To avoid being a failure he takes only classes that offer the prospect of easy A's, and he is anxious about his school experience to the point where his performance is significantly diminished. A common sense perspective, however, might reasonably be that one's performance will vary among classes for a variety of factors, and that even if one does not score 100%, a good effort will produce valuable results.

Our private logic evolves as a result of our understanding of our earliest experiences. Once developed, private logic is persistent and can only change when the individual achieves true self-knowledge. Private logic provides a life pattern that begins in childhood and provides a compass by which to live. Because we are part of the larger social system and must learn to interact with that system, we develop our own set of rules to help us overcome our feelings of inferiority and achieve our goals. Private logic is unique to each person and sometimes is not logical. The goal in Adlerian education is to understand students' private logic to help them better understand where their beliefs get in the way of daily function, to lessen the faulty thinking of private logic, and to help people change its framework to see things in a more healthy way. Private logic is unique and feelings of superiority or fears of inferiority are meaningful only to the individual.

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To sum up the discussion and conclude, we may say, that every individual has the complexes of inferiority and complexes of superiority, lack of self-confidence is derived from the inferiority complexes, these complexes may be either physical or not physical, but psychological, in both cases complexes exists. The inferiority complexes may be developed in a child in two ways: either being very shy, discouraged and demotivated, or feeling enormous desire to be superior on everyone. Of course, these cases are problematic and the symptoms of those problems can be expressed in different ways, in bad behaviours, in not being social and etc. The role of the teachers and is to observe those symptoms and find out the causes of them. The process of observation can be held alone, with parents and with school psychologists and the methods of solving those problems can be created collaboratively. As it was mentioned above, special kinds of questions asked to students, observation how they act, what they say and how they think, give instructors the answers to the causes of the symptoms. The attentive and friendly instructor, by creating collaborative educational process, community learning and cooperative activities, makes it possible for students to feel psychologically safe in the classroom, not to see rivals among students and classmates, but friends and companions. This kind of attitude and approach enables students to form the relevant, socially loyal private logic, the private logic that could be the logic of the self-confident and self-aware individual. Once students are encouraged, have relevant self-awareness, feel confident and protected, they become more motivated to maintain the productive application of their abilities and potential for creating the individual basis of their fulfilled lives.

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Teacher burnout and COVID-19 pandemic**Natela Doghonadze*****Abstract**

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

Keywords: teacher burnout, teaching during pandemic, motivation, physical exhaustion, emotional exhaustion, teacher workload, causes of burnout, ways to overcome burnout

Introduction

Freudenberger (1974) introduced the term 'staff burnout,' which he defined as "the extinction of motivation or stimulus, especially if devotion to a cause or relationship fails to produce the desirable results" (p.161). Maslach and Johnson (1981) named 6 factors of burnout: workload, the control the person has over the work environment, the amount of financial and emotional reward, the community environment of one's workplace, the fairness of treatment at workplace, the degree to which the values of the workplace and the professional match each other. Gunderman (2014) mentioned that burnout is "the accumulation of hundreds or thousands of tiny disappointments, each one hardly noticeable on its own." The World Health Organization (WHO, 2019) defined burnout as a "syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions: feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy." Burnout is also defined

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as emotional exhaustion, depersonalisation and reduced personal accomplishment (Fives et al., 2007; Kokkinos & Stavropoulos, 2016), emotional exhaustion being the key aspect.

Bird-Harris (2020) names as causes of burnout exceeding workload, constant time pressure, lack of control over the outcomes of their work, perfectionism, work-life imbalance, lack of support. Correspondingly, to fight it she recommends to take time off, talk to someone, review one's options (including letting go of perfectionism) and take care of oneself. Whitaker (2019) agrees and adds cognitive dissonance and insufficient recognition to the list of burnout causes emphasizing that teacher burnout is not simply the result of long working hours, it also stifles professional growth. As burnout deals with both brain and body, to fight it teachers need to take care of both (ibid): exercise, rest, listen to music, and working on a hobby.

Menteş Yalçın and Çaloğlu (2020) state in their study that due to COVID-19 pandemic teachers had fewer phobias than unemployed people and those who lost their jobs, which is natural enough, as teachers went online, but maintained their jobs. However, Avil, Lopez, and Precioso (2021) found that the Portuguese teachers involved in their research had been quite satisfied with the educational system of the country before the pandemic, while after its start their perception of well-being decreased.

In Rafique, Tabassum, and Moazzam (2020) research it was found that during the pandemic stress increased among people belonging to various professions including teachers, correspondingly, they recommend that not only professionals themselves, but also managers in their institutions apply stress-reducing strategies. Teacher burnout, in turn, has been proven to affect health, motivation and job satisfaction (Skaalvik & Skaalvik, 2010).

Although nowadays there are numerous scholarly publications dealing with the impact of the pandemic on various aspects of education, there are few (e.g., Rajendran, Watt, & Richardson, 2020) dealing with the state in which teachers found themselves. For instance, Sahin and Shelley (2020) mention a lot of times the burnout, stress and anxiety of families and students, but never speak about those of teachers. In his turn, Arnhold (2020) among the recommendations to education decision makers in the time of the pandemic, only two recommendations for support out of ten deal with teachers: those who were involved in mobility and international teachers. Other teachers seem to be in wonderful situation. By this study I tried to modestly contribute to the research and to initiate more research in the direction, because if teachers are not supported in these hard for them days, the total education system may collapse.

Literature review

UNESCO (2020) has identified confusion and stress among teachers as being one of the adverse consequences of school closures during the pandemic, due to the abruptness of such measures, uncertainty about their duration, and a lack of familiarity with distance education.

Rajendran et al. (2020) have found that work-family conflict was positively associated with emotional exhaustion. The fact that classroom as well as meeting hall have arrived to our homes has created a great problem for normal family life, hours of rest, and relationships with family members. Although teacher-parents spent most of their time at home, which initially made their children happy, eventually became a big problem for either the quality of their classes (their little kids 'entered' the classes) or made children at a loss (the parent is at home but not available, which they refused to understand, especially if both parents were teachers working online). Rajendran et al. (2020) have found that work-family conflict was the strongest predictor for teacher burnout both among male and female teachers.

According to Will (2021), that among 1,000 US teachers in the study who recently left their jobs, 45% quit after the pandemic started. Almost half of them said that COVID-19 was the main reason for their departure. Before the pandemic, about 8% of

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teachers left the profession annually. However, 13% of teachers who left due to the pandemic definitely would like to return when school life normalizes, while 42% think that this is possible. Among those teachers who quit due to the pandemic hardships:

- 21% said the pay wasn't sufficient to compensate the stress.
- 8% did so as result of inadequate support from administration
- 8% named challenges of remote education as the major problem, while 4% emphasized the challenges of hybrid instruction

Some reasons were similar to those before the pandemic, such as not liking school management.

Pressley (2021) discusses the factors that have contributed to teacher burnout since March 2020. These are various anxieties: the ones related to health in connection with COVID-19, increased demands, problems of communication with children, parents, and administration, and lack of technological, as well as psychological support. He mentions that not only the quality of teachers' work needs round-the-year monitoring, but also teacher psychological state. They need technological, pedagogical and emotional support. Interestingly, Pressley did not find any difference between the levels of teacher burnout and their teaching experience. He mentions that teachers need administrative support in the face of the increased student and parent demands and criticisms.

Collie (2021) has found that leadership factor has an impact on teacher burnout level during such harsh period as pandemic. While autonomy-supportive leadership (resources) was associated with the development of teachers' creativity and efforts to find and share efficient ways of teaching in new conditions, autonomy-thwarting leadership (demands) was associated with emotional exhaustion of teachers. She cites Job Demands - Resources (JD-R) Theory (Bakker & Demerouti, 2017) which explicates the roles of job demands, job resources, and personal resources in predicting employees' functioning at work.

According to Oramiz-Etxebaria et al. (2021), a high percentage of Spanish teachers showed anxiety, depression and stress symptoms. Teachers have suffered stress from having to adapt (in record time) in order to provide online classes, this stress has often been accompanied by sleep disturbance as a consequence of the increased workload resulting from home teaching. They have found that teacher burnout is related not only to the periods of lockdown, but the whole recent period since March 2020. Although teacher stress existed before the pandemic as well, it has increased dramatically. Teachers worry about their own and their family health, their students' health, possibility of getting infected at school, but also difficulties of moving education completely online. They cited an Arab study (Al Lily, Ismail, Abunasser, & Alhajhoj Alqahtani, 2020) which revealed that the changes related to distance teaching during the coronavirus brought about family violence and increased rate of divorce. They cited various pre-pandemic studies (Soffer, M., 2010; Song & Chen, 2019; Liu, et al., 2020) that state that female teachers suffered from burnout more than male teachers due to their higher emotionality, older teachers more than younger teachers due to better adaptability of younger teachers to new conditions and higher level of their technical skills.

Paradowski and Jelińska (2021a; under review) mention that the majority of 435 linguistics / language / language teaching instructors from 85 countries in their experienced "anxiety about the future, living conditions, self-acceptance, appraisal of the situational impact, optionality of classes, and perceived effectiveness of the virtual mode of delivery, with a mediating effect of acceptance of this instructional mode" (p.1). Their recommendation is that "to decrease the negative consequences of stress faced by instructors in these and similar circumstances, it is important to identify its predictors, and try and find both possible ways to reduce them as well as preventive and protective factors – thereby removing some uncertainty from at least one equation" (p. 15). In another article (Paradowski &, 2021b) they held a survey with 1,944 teachers from 106 countries. They studied how inequalities (including anxieties about the future) impacted teachers' psychological overload. They found the same stressors as in the previous research and also came to the conclusion that the particularly vulnerable groups (older teachers, women, and educators in lower stages of education) need more attention of educational institutions' administration.

There are certain contradictions between studies that state that no difference was found concerning teachers' experience (Pressley, 2021) and those that revealed difference according to age (Song & Chen, 2019), therefore this issue needs further investigation.

Method

A quantitative research – a survey – was held online via placing a questionnaire on social media. Besides, it was uploaded on Academia and Research Gate platforms. This can be viewed as convenience sampling, therefore, the obtained results can only reveal a trend, they are not generalizable. It was available for volunteer respondents for three months, however, not too many respondents took part in it, although it required only 2-3 minutes to answer the questions. This can be viewed as one more sign of teacher burnout, because in other times my colleagues used to be much more responsive.

The survey mostly contained open-ended questions requiring short answers (so they were measurable), but also two open-ended questions which required more detailed answers (their quantification occurred by counting the frequencies of the terms used).

Participants

It can be said that convenient sampling method was applied, as there was no other chance to reach respondents in the time of the pandemic. The potential population of the study (teachers whom these media enabled me to reach) was about 3,000 teachers, while only 47 teachers responded, so the sample is far from representative. Anyway, the results are worth publishing, as the respondents come from many countries: Georgia (18), Poland (5), USA (3), Turkey (3), Malaysia (2), Slovakia (2); Ukraine (2), Iraq (2), New Zealand (1), Nigeria (1), Greece (1), South Africa (1), Tunisia (1), Turkmenistan (1), Yemen (1), Venezuela (1), Vietnam (1), Spain (1). Participants from 18 countries permits me to speak about the global character of the problem (by the way, most of the respondents are people I do not know personally) and, I hope, makes the findings interesting (although not generalizable).

The smallest group of the participants, according to their teaching experience, was beginner teachers (2 teachers or 4.2%). Next come the groups 21-30 years (7 teachers or 14.9%) and with 4-10 years of experience (8 teachers or 17%). Teachers with more than 30 years of experience constituted 21.3% (10 teachers). The biggest group included teachers with 11-20 years of experience (20 teachers or 42.6%) (see Figure 1). Although the complete number is not representative of the teacher population in the given countries (and the whole world), however, their experience distribution is similar to the general picture, so it is sort of at random selection, which enables the researcher to speak about certain trends.

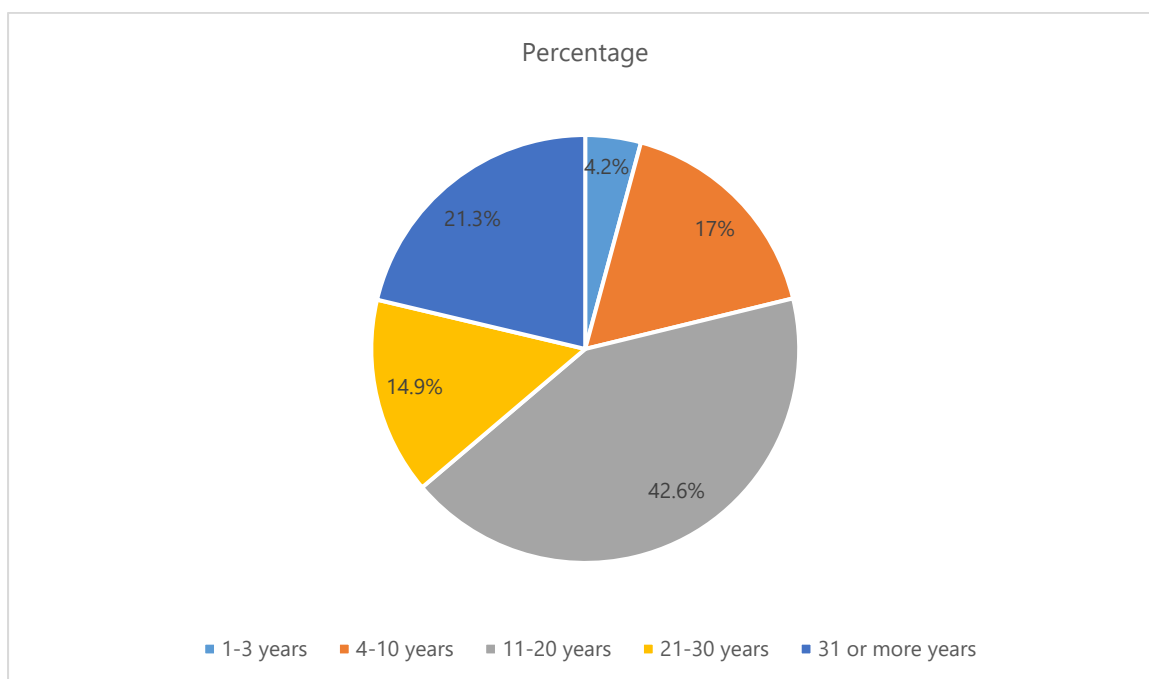


Figure 1. Experience distribution of teachers

Results

The mean level of pre-pandemic burnout level was calculated as 3.8 (out of 10 points maximum) – neither too high, nor too low. The while-pandemic level of burnout was calculated as 5.5, therefore, it has increased, but not dramatically. It is important to mention that there were eight teachers (17%) who did not experience any burnout either before or during the pandemic and 4 (8.5%) teachers whose burnout decreased as result of the pandemic. It was interesting to see whether the teachers' experience (and, correspondingly age) was related to the difference in burnout existence and change. In table 1 see the results.

Table 1. Pre- and while-pandemic levels according to teachers' experience

Experience range	Mean experience	Pre-pandemic mean burnout levels	While-pandemic mean burnout levels	change
1-3 years	2.0	0	0	none
4-10 years	6.6	4.0	5.4	+1.4 (35%)
11-20 years	19.1	5.7	7.6	+1.9 (33%)
21-30 years	25.4	5.4	7.6	+2.2(41%)
31 or more years	37.2	4.1	4.6	+0.5(15%)

To see whether it is possible to speak about the correlation between the teachers' experience and their burnout levels, Chronbach's Alpha test was held. Pearson correlation for post-pandemic period was average (0.602), while the significance was $p=0.283>0.05$, which reveals that the result does not have a statistic significance. Pearson correlation for post-pandemic period was average (0.505), while the significance was $p=0.385>0.05$, which also reveals that the result does not have a statistic significance.

Except beginner teachers (who have expectedly the best technical skills), whose burnout level has not changed (it did not exist before the pandemic and has not developed during the pandemic), with teachers with experience, in all groups we see an increase of the level of burnout. However, no statistically important regularity is visible in connection with experience increase. And the most experienced group revealed the least increased of burnout. The highest pre-pandemic level of burnout was in the experience group between 11 and 20 years. The highest increase of the burnout level was registered in the 21-30 years of experience. Of course, no generalization is possible due to the modest number of the participants of the research, however, due to the cluster (representatives from various countries) and stratified (teachers with different duration of experience)) approaches, the result is at least thought-provoking.

The respondents who were (or have been) experiencing burnout described it through the terms shown in Table 2. Totally 14 terms were used.

Table 2. Burnout characteristics and their frequencies

#	Term	Frequency (times)
Psychological factors		
1	stress	18
2	depression	1
3	low / bad mood	2
4	guilt	1
5	exhaustion	6
6	frustration	6
7	tiredness / fatigue	10
8	panic	1
Health-related factors		
9	weakness	1
10	insomnia	1
11	experiencing head, eye and spine ache; decreased health condition	3
Physical state		
12	inability to do one's work / to accomplish one's goals	6
13	inadequacy, lack of energy	3
14	being overloaded	3

Among the 28 descriptions of burnout collected 18 mentioned job-related physical and emotional problems, while others speak about general burnout. The most popular answers were stress, tiredness/fatigue, exhaustion, and frustration.

In Table 3 causes of burnout that the respondents name are presented.

Table 3. Causes of burnout and their frequencies

#	Causes of burnout	Frequency
Educational		

1	Lack of readymade resources, need to develop one's resources in limited time	1
2	Increased workload	2
3	Student cheating	1
4	Lack of face-to-face contact, indirect communication	2
5	Multitasking	1
6	Difficulty to motivate students	1
Technological		
7	Slow internet	1
8	Spending too much time in front of the computer	5
Managerial		
9	Plans not being achieved as expected	1
10	Vague future	1
11	Insufficient reward system	1
12	Lack of student involvement	2
13	Exceeding administrative control	1
Health, wellbeing, life threats, lifestyle		
14	Quarantine restrictions	2
15	Having no time / possibility for hobbies and other enjoyable activities	2
16	Lack of social interaction, feeling of isolation	2
Family-related problems		
17	Not having enough time to spend with children	1
18	Job-life balance cannot be observed	2
19	Lack of support and understanding by family members	1
Financial		
20	Feeling insecure due to inflation and shutdowns	1

The most popular answer was spending too much time in front of computer. Some of the named educational, technological, managerial, lifestyle and financial can and should be supported by the state and school / university administrations, however, some (such as spending too much time in front of the computer) are unavoidable in the pandemic conditions. For instance, educational institutions, instead of too much control over online classes (which demonstrates lack of trust and respect towards teachers), could support financially the development of online resources and provide some less tangible rewards demonstrating gratefulness and even admiration. It is very good and fair that in many countries they express (on the TV, in the banners, organizing flashmobs) their thanks to doctors who risk their lives during the pandemic, but it is very unfair that teacher criticisms often overweight gratitude towards their hard work in these conditions.

See some especially interesting answers:

- I am exhausted not only physically, but also emotionally and sometimes find my job stressful for me. Even in the morning, when I wake up, I feel myself tired.
- I was actually at a point where I have to drag myself out of bed just to go to work.
- I don't have enough time to accomplish the goals I set for myself anymore and work is getting in the way of my hobbies.
- I feel that I cannot do my job, I'm inadequate, I work so much to prepare my lessons, I'm tired and dissatisfied, the internet is slow, so students cannot open their cameras and I teach in front of a black screen, students do not participate. What am I doing????
- It feels like it's not appropriate to make long-term plans due to the level of uncertainty. I am always tired and discouraged though it's the beginning of the academic year.
- The increasing workload makes me feel depressed, unclear regulations about the new situation brings extra workload and it brings stress; I'm feeling exhausted due to health conditions, the uncertainty about future plans and financial situations make us worried, children are at home, it brings extra duties, technical problems with working online makes me angry and stressed.
- Working from home has turned out to be quite difficult, especially when you have small children at home, the situation becomes more complicated, because you don't have special working hours, I mean, sometimes we have to work and fulfill some responsibilities in the evening time period (out of working hours). However, there is one positive thing, delivering lectures on MA and PhD levels from home, instead of spending hours at the university (and returning back to home at night) feels very comfortable and students themselves are very satisfied with it.
- I think, my frustrations during the pandemic are not specifically related to teaching but more broadly connected with the dangers of infection as well as quarantine restrictions (mask wearing in public; limits on gatherings; closure of stores; limits on travel
- Most of my teaching frustrations have revolved around student absence, student cheating and lack of student engagement. However, this has not been experienced evenly across all my classes. Generally, problems have been more frequent with undergraduate classes. This is partly due to maturity level and partly due to large class sizes. Personally, I've missed the joy of frequent face-to-face contact with others. This is not related to teacher burnout necessarily; it's simply a fact of life right now.
- I have got head, eye, and back ache due to sitting all the time in front of computer, I am sleepless, my anxiety level is high, sad. I'm miserable and frustrated. I feel like I am in prison during pandemic.
- It's tiring to be constantly at the computer screen throughout the whole semester. Online learning is more complicated because it requires even more time from us. It's also annoying that communication isn't direct – most students don't turn on a camera and it's difficult to conduct interactive lectures-workshops. Besides it can be said that online learning is slower than teaching in classroom.
- I am chained to the computer all day long, from early morning till 12 p.m. If I managed to do some other leisure activities before the pandemic, now all my time is devoted to working. Distance learning lectures are very exhausting for me as most of the time of lectures I am talking, leading the conversations, trying to get the students engaged in the learning process, trying to spark interest in them, spending all my energy. Students are much less involved in distance learning lectures. Prior to the lectures, I am preparing much more tasks, materials for students than I used to do in regular education because 2 hours of online lecturing is a great deal of time and the need for having much more activities to be planned in advance arises. Checking homework always in electronic format is also very tiring.
- When I have many tasks to do simultaneously, the level of stress increases, especially when it comes to checking writing assignments or exams within the deadlines.

- I find it frustrating to spend 12-14 hours in front of the computer screen, first conducting classes, then answering emails by millions and checking assignments. I also feel I am getting out of touch with my students and find it very difficult to cope with.
- In a nutshell, the most exasperating is the deficiency in the human tissue of social interaction with regard to body language and physical presence. Lack of responsiveness on the part of my students, passivity and little feedback concerning my performance. Feelings of isolation and expectations to be in control at all times, managing the crisis and presenting the stiff upper lip and unabating energy.
- During the pandemic it is different and it does not resemble simple tiredness. It feels more like emotional exhaustion.
- I have the feeling of emptiness while being caught by the computer.
- To be honest, it turned out to be more stressful than I imagined. I have high workload and I have been exposed to psychosocial stress. Besides the family members did not realize how important work I had to do and they asked for different help and support. My resources were not enough and had to work almost 15 hours sitting by computer. Health problems started soon. I have terrible backache and I feel all the bones, their ache. Tension is too much and the feeling of lack of time never go.

The ways how teachers cope with burnout are summed up in table 4.

Table 4. Ways to cope with burnout and their frequencies

#	Ways to cope with burnout	Frequency
Profession-related		
1	Devotion to one's profession	4
2	Professional support from one's colleagues	1
3	Students' moral support, especially enthusiastic students' engagement	7
4	Using time saved by commuting for my professional development	1
5	Having more contacts with international experts / colleagues	2
6	Feeling of one's usefulness	1
Managerial:		
7	Planning daily schedule and keeping to it	2
8	Limiting work hours by their own initiative (not answering the calls and mail out of work hours)	1
Psychological		
9	Positivist thinking	2
10	One's professional self-confidence and experience	2
Other		
11	Physical exercises, sports	3
12	(Mostly telephone and online) communication with friends and relatives	6
13	Going out, spending time in the nature	3
14	Farming	1

15	Listening to music	1
16	Helping other people	1
17	Knitting and other hobbies	2
18	All-family activities and prayer	1

Profession-related ways of coping with burnout were more various and popular among the respondents, which reveals their professionalism.

See below some interesting answers:

- I am learning new technologies, exploring the internet and its rich educational materials. I feel closer to the international team of educators, it's like we are sharing experiences and ideas. Thanks to working remotely, I have taken part in numerous webinars, courses and conferences. I wouldn't have that opportunity in 'normal times' – travelling time and costs would be the problem.
- There are vicissitudes and irregularities. My hobbies come to the rescue. Signs of helplessness and disillusion discernible in my students' behaviour galvanizes me into action.
- I adore my job, my students and people in general, it is my anti-pandemic, anti-burnout "receipt". I think a lot depends on your character type – I try to find/see everything positive around. Also, a thing that really makes me feel high is to agree for every activity (conference, entertainment, workshop, any new experience, etc.).
- I quite believe in my position, reputation and personal abilities.
- Perhaps my training, in addition, as a War Marine and, therefore, a Military (in addition to Health Professional: Doctor and Psychologist -Doctor in both Disciplines) and having worked during the pandemic (first in a shared way and, later, only as a Military of the Health Corps) in fighting against it, treating patients with COVID and preventing it and, then - now- as Head of a Vaccination Unit, also informing and training in all this.
- My state of mind (I try to be optimistic trying to see something positive in negative situations), my father (he is a teacher and we lead long pedagogical debates on current trends in education, he gives me a piece of advice, I consult my future professional plans with him), my students (as in every single group, I am also working with gifted, average and weaker students but I appreciate even the smallest effort for improvement), enthusiasm of my colleagues at the faculty who are constantly preparing different workshops, events, webinars, they are writing new interesting publications and they are creating new challenging projects which have a broader impact on society, they are interdisciplinary.
- Positive feedback from my students, their seminar works and projects, their diploma theses, portfolios from teaching practice (though also online), answering their questions (though at the moment online - by e-mails) ... all this gives me additional energy and feeling of usefulness ... that it is worth doing what I am doing for my students.

Discussion

Similarly to other studies (Cypryńska & Nežlek, 2020; UNESCO, 2020; Will, 2021), an increase of the level of teacher burnout was discovered during the pandemic.

The findings of the current study are in line with the analyzed publications, such as, among the characteristic features of teachers' burnout are named anxiety, depression and exhaustion (Oramiz-Etxebaria et al., 2021; Paradowski & Jelińska, 2021a), workload (Bird-Harris, 2020; Maslach & Johnson, 1981), and health problems (Pressley, 2021). Ballová Mikušková and Verešová (2020) study confirms the role of emotional exhaustion also found in the current study.

Concerning teachers' experience the results of the current study are in line with Jamaludin and You (2019) as well as with Pressley study (2021), but disagree with Paradowski & Jelińska (2021b), so the issue needs further investigation.

Gewin (2021) and Rajendran et al. (2020) among the causes of burnout name work-life balance which is in line with the findings of the current research. Arvidsson et al. (2019) named among the causes of teacher burnout work-life balance, teacher self-efficacy, and high job demands, which is also in line with the findings of the current research.

Prado-Gasco et al. (2020) stress that "the measures taken by the responsible entities and the provision of information do affect teachers not only directly but also indirectly by making them more vulnerable to psychosocial risks that could affect their health and professional performance, thus affecting students as well." This is in line with the finding of this article concerning the ways of coping with burnout during the pandemic.

Limitations

Due to the very limited number of participants the results cannot be generalized, they can rather serve as a trigger for further studies, but they are thought-provoking and, therefore, useful.

Conclusions and recommendations

The conclusion was made that the level of burnout increased among the teachers with all levels of experience except the beginner teachers. Another conclusion dealt with the difference between the burnout levels and teacher experience. There were certain differences, but no statistically significant regularity was discovered. Among the burnout characteristics the respondents named psychological, health and physical- state-related factors. Among the causes of burnout they named educational, technological, managerial, health and lifestyle, family-related and financial problems, educational problems being the most emphasized by the teachers. Among the ways to overcome burnout the respondents named profession-related, managerial, psychological, and some other factors dealing with other-than profession occupations.

In connection with it, the following recommendations to educational decision-makers can be made:

- to provide measures for teachers' healthcare;
- to provide psychological comfort measures, including more trust and rewards than control and punishment;
- to avoid workload increase to unbearable levels;
- to ensure normal quality of internet available for free or low tariffs,
- to provide pedagogical and technological trainings for online teaching conditions.

As for teachers, it is possible to recommend them:

- to do sports, hobbies, other enjoyable activities;
- go out in nature,
- communicate with friends, family members and colleagues,
- think positively (e.g., watch more comedies than news on the TV),
- be more tolerant and understanding with students who also suffer from learning during the pandemic,
- upgrade their professional knowledge, especially concerning engaging and motivating students while teaching online,
- and plan their daily schedule and try to keep to the plan.

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Appendix

Dear friends! I am holding a research on teacher burnout during the COVID-19 pandemic. Your answers will be held anonymous and confidential. Please answer the following questions:

1. Country you come from / work in
2. Years of working as a teacher
3. Have you experienced burnout before the pandemic? If so, has it increased during it? Measure it before and after the pandemic out of 10 points.
4. If you haven't experienced it before the pandemic, are you experiencing it now? Measure it out of 10 points.
5. If you are experiencing burnout, please describe it.
6. If you haven't experienced/aren't experiencing it, describe what helps you feel ok.

The Essence of Distance Education and its Organization**Natia Gabashvili*****Abstract**

COVID-19 and global pandemic situation forced us to introduce changes in many areas. It made us rethink and reorganize the traditional school model and the methodology we teach with. In response to the current situation, educators have been searching new ways to ensure learning continuation for students by developing online and offline learning materials; the balance of online and offline tasks is a critical aspect to consider while designing the timetable and lesson plans. Virtual education has opened up possibilities of rethinking the ways we are teaching and learning. The use of educational technology tools can begin to transform the classroom, and most of it depends on the creative agency of the teacher. Distance learning, also called distance education, e-learning, and online learning, is a form of education in which the main elements include physical separation of teachers and students during the instruction process and the use of various technologies to facilitate student-teacher and student-student communication. The paper deals with the essence of this increasingly popular way of learning and discusses several forms of its organization being used by institutions in various countries to provide opportunities and meet the needs of a growing and increasingly diverse number of students in the whole world.

Keywords: *distance education, synchronous learning, asynchronous learning, hybrid learning, feedback, face to face communication*

Education in the 21st century is a very important value for each person, as possessing it is a very powerful weapon for self-realization and establishing oneself. Education makes us be competitive and successful in this rapidly developing world.

Current pandemic situation created many challenges and forced us changes in many areas. We reorganized every sphere and education isn't an exception. Educators and scientists have been looking ways to shift the traditional learning environment and resources into an adequate learning space by developing huge online and offline learning materials. Virtual education and distance learning has become part of our and the students' life.

Over the past decades, distance education has become a global phenomenon of educational and has become especially relevant in 2020 in the context of the COVID-19 pandemic, which significantly influenced the nature of education around the world.

The term "distance learning" has got numerous definitions but the most relevant one seems to be the process that lets you study remotely without regular face-to-face contact with a teacher in the classroom. It is the kind of education that is conducted beyond physical space and time and is aided by technology.

According to Delling (1966), "distance education is a planned and systematic activity which comprises the choice, didactic preparation and presentation of teaching materials as well as the supervision and support of student learning and which is achieved by bridging the physical distance between student and teacher by means of at least one appropriate technical medium" (p. 186).

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Distance education isn't a new concept. When talking about the history of distance learning, it's common to distinguish 3 different stages in its development: The first one refers to spreading out information in printed way; the leading one in the second stage is electronic/multimedia sources and the dominant role in the third stage is for the internet.

According to Bozkurt we meet the earliest examples of distance learning in the XVIII century. One of the patterns of this could be the newspaper advertisement published in America in 1728, in which the author offered the clients to teach stenographic method of printing in a distance way. The teacher and the students would exchange the materials and the home work via the post service. (Bozkurt, 2019).

As radio developed during the First World War and television in the 1950s instruction outside of the traditional classroom had suddenly found new delivery systems. In the early 1980s, record numbers of students in developing countries have gained access to higher education through distance education programs (Rumble & Harry, 1982).

Emerging communication technologies and telecommunications in particular, provide highly cost-effective solutions to the problems of sharing information and promoting global understanding between people. In today's electronic age, it is predicted that the amount of information produced will increase exponentially every year.

Keegan (1980) has identified six key elements of distance education:

- Separation of teacher and learner
- Influence of an educational organization
- Use of media to link teacher and learner
- Two-way exchange of communication
- Learners as individuals rather than grouped
- Educators as an industrialized form

According to Simonson (2019), distance learning organization has several forms. It mainly takes place in synchronous, asynchronous or in hybrid learning format.

Synchronous learning is online or distance education that happens in real time, often with a set class schedule and required login times. Asynchronous learning does not require real-time interaction; instead, content is available online for students to access when it best suits their schedules, and assignments are completed to deadlines. Programs can also use a hybrid learning model, which includes a blend of both formats.

Synchronous learning

Synchronous learning happens in real time. This means that students and instructor interact in a specific virtual place at a set time. In these courses, instructors commonly take attendance, same as they would in a classroom. Common methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streamed lectures that must be viewed in real time.

If you like active discussion, immediate feedback, and personal interactions with peers and instructors, you'll probably prefer a synchronous learning experience. This format can be especially helpful if you're just beginning the transition from a traditional classroom to an online setting. Live videoconferencing, lecture broadcasts, and chatting in real time in a messaging client can offer much of the personal engagement available in a classroom, while also allowing you the comforts of home and no commute time.

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For some learning styles, a synchronous online format is actually an improvement over classroom learning because it allows for a more dynamic exploration of topics, ideas, and concepts.

With synchronous online learning, learners interact regularly and frequently with professors and can get to know them. This provides regular opportunities for face-to-face discussion, individual guidance, and mentorship without having to schedule independent appointments.

However, synchronous learning has disadvantages too.

If students have chosen this form of learning, it may cause problems because of their unpredictable work schedule. Or if someone is a parent keeping the baby alone, synchronous learning isn't appropriate for them. One more problem could be technical difficulties. For synchronous learners, technical difficulties like spotty internet, lazy computer and dying batteries can become a disaster.

Asynchronous learning

Asynchronous learning happens on students' schedule. While the course of study, instructor, or program will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, learners can access and satisfy these requirements on their own schedule, so long as they meet the expected deadlines. Common methods of asynchronous online learning include self-guided lesson modules, pre-recorded video content, virtual libraries, lecture notes, and online discussion boards or social media platforms.

If you have a demanding schedule or keep weird hours, you're probably an asynchronous learner. In these programs, materials are freely available — usually within a set period, like a week or two — so you can access them when it best suits your schedule, even if it's in the middle of the night. Materials can include text-based lecture notes; self-guided, interactive learning modules; or pre-recorded lectures and podcasts. Students can complete a module at work; listen to a lecture on headphones while their baby sleeps. Asynchronous learning gives students the materials so that they can complete them at their convenience.

One of the most advantageous and positive features of asynchronous learning is that you set the pace of fulfilling the tasks. You can read and review materials as much as you need to, completing them based on your understanding rather than on when class time ends. If you're a quick learner, you can power through materials and units that come easily to you. If it takes you longer to acquire new knowledge, you can review information, take notes, and practice retention without worrying about falling behind your classmates or missing key points in a lecture.

If a major motivating factor for you in choosing online education is affordability, fully asynchronous programs are among your best options. Students work through the content themselves, with only occasional interaction with instructors through email or social media. Self-guided modules, video tutorials, and virtual libraries all offer you the chance to pursue your education with minimal oversight and expense.

As for the negative aspects of asynchronous learning, it may be a lonely experience. If learner likes socializing with other students and is an extrovert individual it can cause their isolation. Social media and email simply aren't a substitute for real-time interaction. Asynchronous learning is also far less collaborative. Opportunities to discuss, debate, and network with classmates and professors are scarce.

Students should be highly motivated to follow the asynchronous learning. They should be independent and enthusiastic to learn without an immediate feedback. They should try to remain enthusiastic about the subject matter without the constant support and evaluation of an instructor. Some learners do best with clearly stated expectations, immediate feedback, and a watchful eye. If you're in the latter category, the free-form nature of asynchronous learning could be demotivating.

Hybrid Learning

Hybrid learning is a learning method that involves both in-person and virtual students attending class at the same time. In a hybrid class, students complete part of their coursework in person and use a virtual learning platform for other parts of the class. This method combines both synchronous and asynchronous methods to create a flexible learning environment. Students should engage in learning activities outside of face to face class time, whether that is through independent study or online discussions. Contents of asynchronous class time are presented in a medium that allows the student to engage with the content anytime they want. In the context of coronavirus school re-openings, a hybrid model would reduce the number of students in the building by moving some of the course delivery online. Hybrid college classes look different for every school and program. In some hybrid classes, students meet once per week for live lessons while completing the rest of their course requirements in a distance format. Other hybrid classes meet less frequently, with only a handful of in-person sessions per term. Hybrid classes offer the best of both worlds but they aren't a great fit for every student.

Hybrid classes offer more schedule flexibility than in-person classes. Rather than attending multiple class sessions each week, students complete more than half of their work online, allowing them to arrange coursework around their other responsibilities. It is more flexible and adequate for some students' life. Hybrid classes adapt better to student learning styles than an exclusively online or in-person class can. For example, auditory learners may benefit from the ability to rewind recorded lectures, while visual learners can study slides at their own pace. Also by using this format, students learn how to use distance learning technologies, interact with instructors and other students as well. The disadvantage of hybrid format of learning could be good technological set-up. For some students, taking a hybrid class might require buying a new computer or upgrading their current technology.

In conclusion, we could say that despite certain disadvantages of distance learning, current pandemic situation makes us work and study on-line. Even though the technology is different, the educational mission and academic standards are the same as in traditional education: providing a high quality education. Though, online programs can leave students feeling a bit isolated and face-to-face video interaction with instructors is rare to nonexistent, and collaboration with classmates is often limited to chat and email, but we still don't have another choice to go back to our old life and on-line education has become an inevitable and inseparable reality for students and teachers.

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Insights into Theories of English Language Learning**Natia Gabashvili*****Abstract**

Language learning is one of the important issues for linguists. Language is the means through which people communicate with each other. Basic skills that people produce via acquisition is receiving and transmitting the information. The ability to acquire language can be described such as an innate human skill which is fundamental to our entire civilization. Lots of psychological factors work during language learning which either push students towards or pull them down from learning. Theories of language learning have been bandied about since as far back as one would care to look at. The article deals with several theories developed by brilliant thinkers that provide information about successful language learning. Teachers of English language can get acknowledged with the information given in the paper, choose the best items from the analyzed theories, and create the best atmosphere for learners to help them acquire the target language better and more effectively.

Key words: language acquisition, behaviorist theory, cognitive theory, affective filter, hypothesis.

Foreign language acquisition simply became part of every individual's educational routine. Learning a foreign language and getting soaked into an entirely new culture and worldview is the most successful way to become an independent, open-minded, understanding, tolerant individual, and that is absolutely priceless. Acquiring a foreign language can actually pull a sort of reverse psychology on you and provide you with a better understanding of your own native language and culture.

Foreign language acquisition is one of the significant issues for linguists. Language is the means through which people communicate each other. Language acquisition is one of the means of language study. Basic skills that learners produce via acquisition is receiving and transmitting the information. Language acquisition process is such a gifted talent in humans which differentiates them from other living beings. Setting-up the proper environment in which foreign language acquisition will successfully takes place is vital. Learning a foreign language is of the utmost importance and the reasons to study a foreign language are innumerable. Speaking a foreign language helps break barriers and connects human beings on a deeper level of mutual understanding

Language learning is quite complex and complicated process. This process had been investigated by psychologists and philosophers for centuries. Lots of conditions effect learning such as environment, human intellectual skills, mood, motivation, interests, relations with other people, etc.

Several schools of thought and theories exist explaining the phenomenon, and each has implications for language learners. There's a lot of debates about the exact age boundaries but it seems that during a particular time period in the development children have a particular ability to reach fluency in languages they are immersed in.

Although it's hard to find cases where children have been isolated from any language input, it seems to be the cases that where children haven't experienced language exposure before the age of about seven, it can severely impact on their ability to ever achieve a full command of a language. It seems the ability to understand a grammar system is especially compromised if children

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don't experience this early in life. It's common for linguists to argue that it's harder to master a second language later in life, and adults take much longer to achieve any level of fluency in languages they learn after childhood.

Critical period hypothesis

This theory, known as the critical period hypothesis, suggests that the ability to acquire language is biologically linked to our age. Critical period hypothesis (CPH) holds that the function between learners' age and their susceptibility to second language input is non-linear. The critical period concept was first introduced into the field of language acquisition by Penfield and Roberts (1959) in 1959 and it was reorganized later by Lenneberg (1967). According to Lenneberg, language acquisition needed to take place between the age of two and puberty – a period which he believed to coincide with the lateralisation process of the brain; the critical period concept was concerned with the implicit “automatic acquisition” in immersion contexts and does not preclude the possibility of learning a foreign language after puberty but with the less success.

Behaviorist theory of language learning

The learning theory dominant in the first half of the 20th Century was behaviorism. Throughout the 1950s and 60s behaviorism remained influential, although since that time new theories have begun to make substantial inroads in general acceptance. Behaviorism is an approach to psychology and learning that emphasizes observable measurable behavior. A major proponent of the idea that language depends largely on environment was the behaviorist B.F. Skinner (1957). He believed that language is acquired through principles of conditioning, including association, imitation, and reinforcement. According to this view, children learn words by associating sounds with objects, actions, and events. They also learn words and syntax by imitating others. Adults enable children to learn words and syntax by reinforcing correct speech.

The behaviorist theory of animal and human learning focuses only on objectively observable behaviors and discounts mental activities. Behavior theorists define learning as a more or less permanent change in behavior. In behaviorisms, the learner is viewed as passively adapting to their environment. In language learning process behaviorism gives great importance to environmental factors. According to behaviorism stimulus for learning come from the environmental conditions. Thus, environmental factors, stimulus and response on stimulus are the main research objects for behaviorists.

The theory of behaviorism is also called a stimulus–response theory. Behaviorism is derived from the belief that free will is an illusion. According to a pure behaviorist, human beings are shaped entirely by their external environment.

Cognitive theory of language learning

A cognitive theory of learning sees second language acquisition as a conscious and reasoned thinking process, involving the deliberate use of learning strategies. Learning strategies are special ways of processing information that enhance comprehension, learning or retention of information. This explanation of language learning contrasts strongly with the behaviorists account of language learning, which sees language learning as an unconscious, automatic process.

Jean Piaget (2002) views human beings as having the innate capacity to develop logical thinking. This school of thought was influenced by Jean Piaget's work where he suggests that logical thinking is the underlying factor for both linguistic and non-linguistic development. According to the cognitive theory of language acquisition, language learning requires some cognitive activities from learners, such as sharing information, processing the information and its analyses. Learning may not be immediately reflected on behavior but it can be reflected on the cognitive modification. According to this theory, student is the center of the

learning process as s/he carries certain opportunities, interests and experience. A person does not acquire the knowledge in a passive way, but s/he constructs the knowledge gradually on the bases of the experience.

For cognitive scientists language acquisition is one of the most important issues. Language is the means of communication between people. That is why it is important for people to know the language. One of the ways to learn a language well is to acquire it unconsciously – i.e. acquisition. The basic skill that a learner produces while acquisition is understanding and transferring information. Acquisition is the process when a student unconsciously acquires language components-syntax, phonetics, vocabulary, etc. Language acquisition is the unique talent of humans which differences them from animals.

Foreign Language Acquisition Theory

The well-known linguist Stephen Krashen (2004; 1987; 1985) drew out language acquisition hypothesis which comprises 5 items. This hypothesis are great help for teachers in the classroom to conduct effective and fruitful teaching in an English language class.

1. Acquisition-Learning hypothesis;
2. Monitor hypothesis;
3. Natural Order hypothesis;
4. Input hypothesis;
5. Affective Filter hypothesis.

Acquisition-learning hypothesis is one of the most important in Krashen theory and is widely accepted among linguists. It was Krashen who first used second language acquisition concept. He considered that language learners have two completely different ways to develop competencies in the target language-they are language learning and language acquisition.

Language acquisition takes place mainly in real communicative situations. Acquired foreign language is similar to the process when a child acquires his/her first language. Language acquisition requires natural communication in the target language when speakers are oriented not on the form of utterance but on the communicative process. Language acquisition is considered to be the most effective ways of language studying as it is the natural way of developing linguistic skills. According to Krashen, language acquisition is such form of accumulating language when learning a language takes place in an informal environment.

However there are various opinions about language studying. Some scientists believe that language is better acquired when it is consciously learnt. A learnt language is the result of formal instructions which is conscious and is mainly based on grammar knowledge. Bird (2000) considers that language learning means its knowledge in all the spheres which implies knowledge of grammar and its rules. As for Krashen, he thinks that language learning means giving stimuli for language usage to learners than monitoring the language they have used (Knibber, 1989).

The monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former.

The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

The Natural Order hypothesis is based on research findings by Krashen (1987) according to which the acquisition of grammatical structures follows a 'natural order' (of a baby learning the mother tongue), which is predictable. For a given language, some

grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, the conditions of exposure. Krashen, however, emphasizes that the implication of the natural order hypothesis is not that a language learning syllabus should be based on the order found in the studies.

The input hypothesis (Krashen, 1985) applies only to language acquisition and not to language learning, posits the process that allows second language learners to move through the predictable sequence of the acquisition of grammatical structures predicted by the natural order hypothesis. According to the input hypothesis, second language learners require comprehensible input, represented by $i+1$, to move from the current level of acquisition, represented by i , to the next level of acquisition. Comprehensible input is input that contains a structure that is "a little beyond" the current understanding—with understanding defined as understanding of meaning rather than understanding of form—of the language learner.

Second language acquisition, therefore, occurs through exposure to comprehensible input, a hypothesis which further negates the need for explicit instruction learning. The input hypothesis also presupposes an innate language acquisition device, the part of the brain responsible for language acquisition that allows for the exposure to comprehensible input to result in language acquisition, the same language acquisition device posited by the acquisition-learning hypothesis. However, as Krashen cautions, like the time, focus, and knowledge required by the Monitor, comprehensible input is necessary but not sufficient for second language acquisition.

The affective filter is a theoretical construct in second language acquisition that attempts to explain the emotional variables associated with the success or failure of acquiring a second language. The affective filter is an invisible psychological filter that can either facilitate or hinder language production in a second language. When the affective filter is high, individuals may experience stress, anxiety, and lack of self-confidence that may inhibit success in acquiring a second language. On the other hand, a low affective filter facilitates risk-taking behavior in regards to practicing and learning a second language.

The term "affective filter" is used in educational psychology and it concerns emotional (or affective) resistance which impedes learning. Affective filter is especially active when the learner is very excited and has a low self-confidence. The affective filter hypothesis captures the relationship between affective variables and the process of foreign language acquisition and is based on the idea that learners differ from each other by levels of affective filter. Those learners whose attitudes are not optimal for language acquisition will not only tend to seek less input, but they will also have a high or strong affective filter. Those with attitudes more conducive to foreign language acquisition will not only seek and obtain more input, they will also have lower or weaker filter. Based on the affective filter hypothesis Krashen notes that teachers' pedagogical role should not only include supplying comprehensible input, but also creating a situation that encourages a low filter. "The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation" (Krashen, 1987, p.32).

In our article we discussed several theories which can be helpful for foreign language acquisition. Teachers of English language can choose the best items from them and create the best environment for learners to help them better and effectively acquire target language. The hypotheses given by Stephen Krashen are also great help for teachers to conduct effective and fruitful teaching in an English language class.

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Rethinking Writing Practices in the 21st Century EFL Classroom**Nato Pachuashvili*****Abstract**

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

Key words: digital literacy, digital writing practices, 21st century writing, EFL, online collaboration

Introduction

The advances in technological development sparked a renewed interest in teaching writing as an important aspect of the curriculum (Elola & Oskoz, 2017; Wu, 2020). As learners social, personal and academic lives are heavily mediated by social tools, writing instructors are called upon to rethink their pedagogies to meet learners' digital literacy demands (Wu, 2020). In this digitally-mediated environment, the primary goal of English as a Foreign Language (EFL) teachers has become to broaden their teaching practices and include digital literacies in their pedagogy in order to successfully communicate with their learners. Digital literacy is fundamentally different from printed media and refers to "reading and writing on electronic devices and the Internet" (Ware, Kern, & Warschauer, 2008, p. 307) Such digital learning practices are considered to promote a new way of meaning-making and prepare learners for the 21st century digital world (Hafner, 2014). Moreover, the digital environment has made it possible to extend learners' writing practices that were unimaginable a decade ago (Elola & Oskoz, 2017).

Due to its complexity in nature, writing was somehow neglected in the recent period. Communication approaches were not focused on writing, rather the emphasis was put on oral communication (Elola & Oskoz, 2017). Digital literacy practices renewed interest in writing, expanded communication channels and brought the opportunity to explore a new genre. Traditional instructional practices to writing focused on the development of linguistic features whereas digital writing such as online discussion forum, wikis and blogs include a communicative mode that was previously attributed to oral communication. Moreover, digital writing moves away from traditional pedagogy and incorporates a range of modes, multimodalities and media (Ibid).

Many scholars argue the above-described digital literacy brought the necessity for EFL instructors to foster L2 writing in an increasingly digital era and incorporate these new practices in their teaching. Hafner (2019) identifies the important strategies of embedding digital literacy practices in L2 classroom. One way of incorporating digital literacy in teaching is through structured participation in online affinity spaces in which teachers facilitate learner participation online by "bridging activities" framework.

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The latter refers to bringing students out-of-school digital communication practices and enabling them to participate in an online community. Here, social tools are proved to be essential in promoting such an online environment.

Secondly, digital multimodal composing projects contribute to digital literacy (Hafner, 2019). This strategy emphasizes the significance of embedding digital literacy practices in the curriculum. It reconsiders redesigning the existing curriculum activities and proving a new representation made available by the digital media affordances. Digital media affordances play an essential role in shaping social practices of writing, reading and communicating (Jones, 2011)

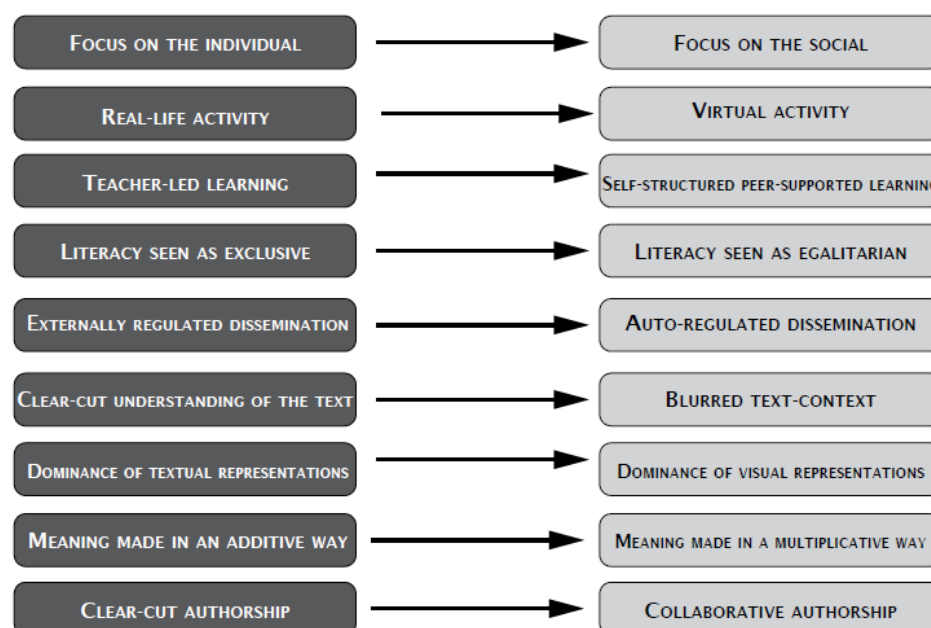
Another important strategy of incorporating digital literacy is to do with digital multimodal composing projects (Belcher, 2017; Cimasko & Shin, 2017; DePalma & Alexander, 2018). This is an essential shift in order to understand the act of writing in the 21st century (Elola & Oskoz, 2017). Multimodality enables learners to construct and share multimodal texts, enhances learners' understanding of the affordances that new modes of learning can offer (Kress, 2003). This strategy brings students real-world needs in a digitally learning environment (Belcher, 2017). Lastly, digital literacy practices enhance geographically dispersed learners' communication and interaction in online communities. Digital writing enables the development of collaboration and co-construction of text (Hafner, 2019). Regardless of geographical location, students can form teams and work together in an online community.

Digital genre in EFL classroom

Rapid spread of digital technology and social tools enabled educators to reconsider the notion of genre and how it can be influenced in the new digital context (Thorne & Reinhardt, 2008). Genre refers to a specific type of communication, it serves to group texts together "representing how writers typically use language to respond to recurring situations" (Hyland, 2018, p. 2359). Genre is a goal-oriented social process in which writers try to achieve specific goals. Genre unites the texts that have different kinds of social purposes. Genre in writing connects people "by conveying certain social meanings, so writers should understand themselves and their readers as well as the writing purposes and situations" (Wei-Yu, 2016, p. 31). Withing a specific context of culture, genre encompasses a specific discourse community.

Many scholars are realizing that digital tools are altering our existing notion of genre because new genre responds to new digital interfaces with converging text, image, sound in a digital context (Elola & Oskoz, 2017). What is more, the focus of genre has shifted from being on the individual to on the social (Kurek & Hauck, 2014). According to the scholars, our understanding of what constitutes a text has also changed: it is not merely writing that constitutes a text, but also other modes such as aural, and visual modes in combination with writing mode. Writing words can be substituted with visuals and meaning can be conveyed in multiple modes. This is because the new digital genre encompasses images, colours, audio and video that lead to the creation of a new form of textuality- conversational textuality (Elola & Oskoz, 2017). What is more, the focus shifted from a single authorship to multiple authorship, thus encouraging collaboration (ibid). For example, if in the early days, wikis were used for classical academic writing genres such as narrations, description or argumentation, recently, the utilization of wikis has focused more on students' collaboration and cooperation. New digital genres in the 21st century as such are mostly used for self-expression and identity exploration purposes (Lee, 2009; Herring, Scheidt, Bonus, & Wright, 2005). Figure 1 below presents the shift from traditional writing to a new, digital genre.

Figure 1: Recent trends in literacy development



Source: Kurek and Hauck (2014)

The new digital genres that have actively been incorporated in EFL classrooms are discussion forums, wikis and blogs. These types of writing redefine traditional categories of participation and have “a particular significant effect on our understanding of the role of technologies in social and educational practice” (Lotherington, Neville-Verardi, & Ronda, 2009, pp. 17–18). Despite this, they bring the reader’s attention to “modes other than writing” (Prior, 2009, p. 17). These modes play a significant role in conveying meaning. Digital tools made it possible to understand the effects of all modes of communication coherent in any text by bringing semiotic modes, modalities and media to the forefront of the 21st century communication practices (Ajayi, 2008).

Forums as one of the 21st century digital genres open up an opportunity for students to discuss and interact, to critically analyze topics and challenge each other in the web-based interactive platforms (Gao, Zhang, & Franklin, 2013). It is also referred to as asynchronous discussion forum (ADF) or discussion board (Ghorbanpour, 2013). The online forum is one of the forms of computer-assisted collaboration in which learners are involved in gaining more extensive knowledge and practise social interaction. Forums can be used as a threaded discussion where learners can either respond to an existing post or start a new discussion. Threaded discussion can go on until members discuss a topic (ibid). Although there are various open and password-protected groups where students can discuss a topic, Learning Management Systems (LMS) such as Moodle offer a platform for online discussion forums.

Blogs were developed in the 1990s and they are composed of individual and chronological entries (Chen et al., 2020). They are followed by a thread of reactions that allow students to express their thoughts and opinions in written form that “cannot be experienced in moderated discussion forums” (Blake & Kramsch, 2013, p. 80). This function of blogs is effective in empowering students to have control over their learning and produce authentic texts. Through blogs, language is alive and creates interaction. The latter can affect a blogger’s lexical and syntactical choice when writing (ibid). Each blogpost is the writer’s manifestation of their experience and ideology that can be shaped through the interaction with the audience (Shamsabadi, 2015). Blogs have distinctive features such as instant publishing, hyperlinks, comments and archives. This genre is popular among young people

and can be compared with Facebook, Instagram or other social media (Chen et al., 2020). It can resemble young people's popular social media activity in a way that blogs enable sharing of students' thoughts and comments on each other's posts. Bloggers are like keynote speakers in control of their discussion, but they also allow comments and questions from their audience (Owyang, 2008). Although blogs seem fun, they demand a high level of commitment and individual responsibility to create. Unlike forums, blogs are published by a single writer even when they are created collaboratively.

Wikis are asynchronous collaborative tools that are commonly created in collaboration with others, unlike blogs that are individually-oriented. Wikis can easily be edited and modified, the main goal of this genre is to "become a shared repository of knowledge, with the knowledge base growing over time" (Blake & Kramsch, 2013, p. 80). Thus, the nature of wikis enables students to be engaged in learning through a collaborative environment. Wikis consist of expandable and thematically linked web pages that can easily be edited by all members of a group (Al Shabibi, 2018). Apart from editing, wikis have a record of history and a discussion space. The latter enables participants to discuss issues related to the wiki content. Wikis can be used for public or private purposes and they are regarded to be highly secure. Users can decide whether to allow public users to view their writing or restrict editing/viewing to registered users only. Moreover, wikis are student-centred writing practices and allow students to work in a group without the strong presence of the teacher (ibid).

Affordances of digital genre

Due to a number of benefits and affordances of this new digital genre, there is a growing interest in the utilization of forums, blogs and wikis in EFL classroom. The term affordances refer to perceived possibilities that digital tools can offer (Hafner, 2019). The term was coined Gibson (1979) to describe what possibilities the environment can provide or furnish. Hafner (2014) argues that digital media affordances and constraints play an essential role in shaping social practices of writing, reading and communicating. Blin, Jalkanen, and Taalas, (2016) claim that in EFL class, the potential affordances of the digital tools depend on the special characteristics of the learner and the learning environment. Since the 21st century learners now are hugely immersed in social tools and are called "digital natives", educators should recognize the potential of those affordances and utilize them effectively (Dudeney & Hockly, 2016, Lomicka & Lord, 2016).

An important affordance of digital writing that can be identified is collaboration either synchronously or asynchronously (Alghasab, 2015; Elola & Oskoz, 2017). Although collaboration does not only depend on digital technology, through such digital tools educators have been given a possibility to combine digital tools with the methodology of collaborative writing (Elola & Oskoz, 2017). The fact that wikis, blogs and forums are collaborative in nature is seen through exposure to co-authoring of the document or division of tasks. When working collaboratively or cooperatively, they involuntarily draw their attention to content and idea, linguistic aspects and genre conventions (Oskoz & Elola, 2014). Among the above-mentioned digital writing genres, wikis are perhaps most commonly used for collaborative purposes because of their potential to create, edit, review and discuss (Kessler & Bikowski, 2010). The collaborative nature of wikis is conducive to content development and may involve tasks such as discussing an important cultural topic, writing about historical background of a novel etc., discussion of cultural topics (ibid).

There have been a number of studies that focused on the collaborative affordance of digital writing (Elola & Oskoz, 2010; Kessler & Bikowski, 2010). Across these research studies, the consensus has been reached on wikis' ability to offer new opportunities for EFL learners and engage them critically with their written texts. The study conducted by Elabdali & Arnold, (2020) examines interaction patterns (cooperative, dominant/passive, collaborative, novice) of L2 students while co-constructing the stories on a wiki. The study illustrated that although wiki writing involves complex processes, all participant groups attempted to converge the modes of interaction (edit and discussion) and navigate authorship for communicative purposes. The findings of this study show that group interaction patterns have an impact on text quality: two groups that exhibited mutuality developed their texts,

whereas the other two groups with low mutuality composed incomplete and disjointed stories. The authors, thus, highlight the importance of mutuality that can lead to improved quality of writing.

A number of researchers have also explored the effectiveness of digital writing in promoting writing and summarizing skills (Alshumaimeri, 2011) and the development of grammatical accuracy (Castañeda & Cho, 2012; Pellet, 2012). Miyazoe and Anderson (2012) investigated the qualitative changes in EFL students' writing proficiencies in response to using discussion forums, blogs and wikis. The findings of the study revealed that students' academic writing skills had shown a significant improvement in writing proficiency. Students also expressed their enjoyment with the digital writing tools and acknowledged affordances associated with each type of writing as part of their language acquisition process. Miyazoe and Anderson, (2012) argue that foreign language learning can contribute to students' ability to multitask since applying different objectives to different tools can clarify writing development focus. A balanced approach to students writing can induce high productivity and facilitation of language acquisition. By balanced activity, the authors mean using wikis for collaboration. Blogs for reflection and forums for discussions.

Some researchers argue that collaborative activities in a digital online space make students feel uncomfortable and reluctant to participate (Al Shabibi, 2018). Students often do not feel confident to give feedback to their peers. What is more, sometimes group relationship may affect students work because co-authoring takes time. If students are not used to working together, they may feel reluctant to let each other see their work. In this case, students' collaboration may fail or show a lower level of cooperation than expected (ibid).

Conclusion

Redefining writing practices are essential in understanding what EFL writing in the 21st century digital era may look like. Digital literacy practices are rapidly evolving and need to be constantly revisited (Elola & Oskoz, 2017). Educators need to acknowledge language learning as emerging from, and thus inseparable from language use in socially meaningful contexts" (Reinhardt, Warner, & Lange, 2014, p. 161). Educators should not only focus on linguistic features of language teaching, neither should they separate their teaching practices from a socially constructed multimodal perspective. Teachers should rather embrace new dynamic literacy practices in a digital environment. New emerging genre with their various affordances can mediate between language and social context (Elola & Oskoz, 2017). It can also encourage learners to think critically about the role of language in communication (Chun, Kern, & Smith, 2016). Digital writing can transform and modify the existing writing practices and enable learners to embrace new modes in order to participate in a wider digital writing community.

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Importance of the introduction the European values in Georgian Schools**Nika Chitadze*****Abstract**

The European Union has always stressed the relevance of the values of democracy and tolerance for Europe as a community as well as for its Member States. The first part of the research focuses on the policy of teaching the common values of democracy and tolerance in secondary schools, and how this policy is implemented in practice. The second part of the research is focused on the analysis of such aspects of democracy as human rights, tolerance, moral values and importance of their introduction in Georgian schools. In this regard, examples of the functioning the school systems of the several members of European Union, particularly, Estonia, Germany, Finland, Slovenia, Czech Republic are presented in the paper.

Keywords: Human Rights, democracy, tolerance, education system, primary schools, secondary schools, high school.

Introduction**What do we call European values?**

European civilization has been formed in the different periods of the world history and this process continues till the modern period. This civilization is characterized by several special features. First of all, it is worth to note the continuity and incompleteness of this process: in Europe, there is nothing that has not undergone change, and the understanding or awareness of which does not always happen at all stages. This civilization is characterized by a constant and daring pursuit of renewal of a new starting event.

Still, European civilization is based on values that can be said to be its cornerstone. Among them are especially noteworthy: the unconditional value of the human person, the existence of personal responsibility towards society and the state from the individual / citizen, and the constant critical attitude and need for self-direction for the further development of personal qualities.

First: the individual is valued more than the society, the collective, the community, the state. The point is that when the interests of the person and the state collide with each other, they oppose each other, when from one side is the unit, or the individual person, and, on the other hand, the society, then the personal interest is preferred over the position of the collective. At the same time, there are exceptions: for example, circumstances when an individual is morally required for the interests of the society, to give up his/her own, personal desires (for example, in case of war, when population and the state is in danger) or even there are historical cases when the interests of the state and society stood higher than the individual, especially in the history of the first half of the twentieth century (for example, Hitler's National Socialism ideology in Germany or Mussolini's fascism concept in Italy, although before that such totalitarian aspirations date back to the French Revolution). The legal protection of each individual's is special, distinctive value - which takes into consideration the differences in the point of views and positions of different people and it has been secured for centuries as a result of separation of powers in general by the existence the supremacy of law. Human rights were protected within the concrete instances of the court, which upholds the interests of the individual before the onslaught of power.

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This law originates from Roman law, which has changed its face throughout the millennial history of Europe, being transformed largely in terms and direction of ensuring human rights (Jolowicz, 1967). The European Court is an age-old institution where a person can protect himself, when a personal dignity or personal property rights are confronted with aggressive manifestations of power.

Second, in addition to the special importance of the individual and precisely because of his/her special value, a sense of solidarity, an understanding of responsibility and duty before society is important element among European values. This attitude implies a living sense of the unity of the people and by no way an apostasy from the public interest, i.e., participation and active involvement in public, community, state life. In this case, the person protects himself/herself as a member of the whole and, at the same time, protects the collective, because he/she feels in it the best way of expressing and presenting his/her own personality, his/her own ego. It is from this attitude that, in addition to the clearly realized public duties, what has been established in the European tradition over the centuries in the form of charity.

Third: For centuries, Europe has always been critical for itself or its own achievements and constantly judging the legacy of the past, the present, and the path to the future. It is difficult to find a period in the history of Europe, when the people living there considered their deplorable condition as an example, or when the society was characterized by self-satisfaction due to its achievements. It is noteworthy that this attitude, in particular, the feeling of constant doubt about the present, the constant search for a better arrangement of human private life or society, was and is expressed both in the daily perception of individual Europeans and in the worldview of Europe's great thinkers. There is a well-known credible view that no one has ever been able to make a harsher and more irreconcilable critique of European reality than the Europeans themselves have been able to do it. Consequently, this critical attitude, expressed in the tireless revision and re-evaluation reflected in the various fields of knowledge, is an integral, fundamental part of European civilization and consciousness. Therefore, this value is based on the constant readiness of Europeans and their distinctive risk-taking ability to start or create something new.

One circumstance must be taken into account: although the origins and features of European civilization date back to the ancient world - to ancient Greece and ancient Rome - and this world itself was saturated with distinctive achievements of the ancient East in different areas of culture or civilization, European values still exist. And even now it appears to be the result of the Christian spirit.

Finally, it may be argued that European values at least predominantly imply a person's own choice and attitude towards that choice when the individual himself/herself fully accepts and realizes his/her own responsibility for that choice and its consequences.

Why does Georgia intend to be integrated in Europe?

Georgia's aspiration towards Europe is connected with the fact that the introduction of the values which are characterized for Western civilization into practical life will have a positive impact on Georgia's further socio-economic or political development and will contribute to the country's further integration into the world democratic society.

It is necessary to distinguish the five core values on which Europe relies:

Democracy;

Protection of human rights and freedoms;

An independent and impartial judiciary;

Effective governance;

Market economy.

These five values are the basis of European peaceful coexistence.

Main aspects of Human Rights

Human rights represent the moral and legal principles or norms, which determine the concrete standards of human action and are regularly recognized as legal rights in internal and international law. According to the position of The Law and Policy Forum for Social Justice (2020), the idea of human rights suggests that "if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights" (Chitadze, 2016).

Many principles and concepts were formulated by the human rights movement after the Second World War. Within the UN, in 1946 Human Rights Commission (Britannica, n.d.) was established, which implemented huge work for the adoption of the Universal Declaration of Human Rights (UN, 2021) in Paris by the United Nations General Assembly in 1948. It was followed by the adoption new International conventions, particularly, the "International Covenant on Economic, Social and Cultural Rights" (UN Commissioner, 2021) and "the International Covenant on Civil and Political Rights" (Canadian Civil Liberty Association, 2021) were adopted by UN General Assembly in 1966, "The Convention on the Prevention and Punishment of the Crime of Genocide" (Britannica, n.d., a), "The Convention Relating to the Status of Refugees" ((UNHCR, 1951)), "The International Convention on the Elimination of all Forms of Racial Discrimination" (1966) (Equality and Rights Commission, n.d.), "The Convention on the Elimination of all forms of discrimination against Women" (1979) (UNHR, 1979), , "The Convention against Torture and other Inhuman or Degrading Treatment or Punishment"(OGCHR, 1989), etc.

Main aspects of Tolerance

Tolerance is the ability, without aggression, to perceive thoughts, behavior, forms of self-expression and lifestyle of another person, which are different from their own.

Tolerance arose in Western civilization at the religious level. The emergence of this concept is associated with the signing of the Edict of Nantes.

First of all, tolerance means a benevolent and tolerant attitude towards something. The basis of tolerance is openness of thought and communication, personal freedom of the individual and assessment of human rights and freedoms.

Tolerance means an active position of a person, and not a passively tolerant attitude towards surrounding events, that is, a tolerant person should not be tolerant of everything, for example, violation of human rights or manipulation and speculation. Anything that violates universal human morality should not be tolerated.

Therefore, one should distinguish between tolerant behavior and slavish tolerance, which does not lead to anything good. It is necessary to carefully distinguish between these concepts, because manipulators (including most politicians) call for a lie - tolerance, since people who are loyal to everything are easier to be managed.

Consequently, tolerance is a rather subtle category that must certainly be adhered to, since it determines the moral, social and democratic development of society.

"Tolerance means respect, acceptance and correct understanding of the rich diversity of cultures in our world, forms of self-expression and manifestation of human individuality." Article 1. UNESCO Declaration of Principles on Tolerance (UNESCO, 2021).

Tolerance must be manifested from both sides of communication partners in order to be effective. Our differences from each other are part of life. And whether we like it or not, there is no getting away from it. How we differ from each other characterizes our personality and, in fact, is our uniqueness. We are different, we have different financial conditions, hobbies, appearance, character, political views, tastes and preferences. However, despite all the differences, we also have something in common. For example, the society in which we live.

Nothing can be achieved without additional effort, including tolerance. Yes, sometimes it is difficult to understand some people, cultures and completely different points of view. But such diversity helps to look at the world wider and see that the truth is usually somewhere "in the middle", considering a compromise solution.

Showing respect and loyalty to the opinions of others does not mean that you have to go against your principles and values, or even forcefully accept other ideas. Tolerance is a position of respectful attitude towards a person, his/her feelings, peculiarities and personality. We all have the right to our opinion and expression.

Main principles of Moral

The term 'Moral' (lat. Moralitas) was introduced by Cicero from Latin 'Mores' - "generally accepted traditions" - the accepted in society ideas about good and bad, right and wrong, good and evil, as well as a set of norms of behavior arising from these ideas (Jolowicz & Nicholas, 1967).

Moral is the rules of human behavior that require doing good deeds that do not violate justice, and morality is the direct embodiment of moral principles, the quality of a person who respects other people, animals and nature, is ready to help, correlates his behavior with established norms in the society.

Morality in public life is one of the ways and means of adapting individuals to life in society and combining individual freedom with social necessity, as well as responsibility, resolving the contradiction between them. Historically, morality is primary in the process of human socialization. It enters the inner world of a person, and for its functioning, a person's own power over himself is sufficient. The essence of morality is that people are aware of the need for their behavior, which corresponds to a certain social behavioral type, while they rely on personal beliefs and public opinion.

Morality can be defined as a special form of normative-evaluative orientation of people in society and as the most important form of public will. Feelings of duty, conscience, honor are formed in society, and through social relations they become the property of a person in the process of socialization and interiorization. Morality regulates the behavior and consciousness of people in all spheres of life - economic, political, social and spiritual, it is determined in a certain way by the type of society.

During the discussion about European values, the most important is to pay attention on the educational systems of the different countries of EU. Because understanding of European values starts from the school, during the childhood period.

Education systems of the different members of European Union

Education system in Estonia

The education system in the Republic of Estonia is regulated by the Constitution of the Republic, the Child Protection Act and the Education Act. According to the Constitution, everyone has the right to education, regardless of nationality.

Education is compulsory for all children under the age of 17. Education should be provided by a local (resident) school. For disabled children, education is provided in specially organized schools or at home. Children of foreigners or stateless persons are also subject to education, with the exception of children of diplomatic officials of other countries.

According to the Education Act and the General Education and Higher Secondary Schools Act of the Republic of Estonia, local authorities must monitor the school attendance of children under the age of 17. Parents are obliged to provide children with opportunities to complete the assigned lessons. If the parents do not comply with this order, then they can be punished administratively.

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Preschool education is envisaged as accessible to every child. Since most kindergartens are private, local authorities must pay between 50% and 100% of the cost based on the parents' earnings. Parents must not pay more than 20% of the minimum wage established by the Government of the Republic of Estonia.

The Estonian education system is not divided into primary and secondary education. The basis of compulsory education is considered to be education from grade 1 (enrollment at the age of 7) and including grade 9. This training time is divided into 3 periods of knowledge acquisition: Period 1 (from 1 to 3 grade); Period 2 (from 4th to 6th grade) and Period 3 (from 7th to 9th grade).

You can send a child to the first grade at the place of residence by submitting an application to the nearest school in the city or rural areas where the family lives. But there are schools with in-depth study of languages and mathematics (or separate specialized classes), as well as private schools where you need to take entrance exams. On a competitive basis, a child can also enroll in a school that is not related to his district in the same city - this happens if the parents chose a school because of its high rating.

On the basis of state curricula, the school approves its own curriculum, which is the basic document for organizing classes, which lists the selected options arising from the characteristics of the school, but made within the framework of state curricula. The transition from class to class is made by teachers, based on their grades. If the child does not have sufficient knowledge, then during the summer holidays he must undergo an additional 2 weeks of training, after which his transfer to the next class will be decided. At the end of the period of study, the school issues a Certificate and an Insert with grades.

Since 2002, a new program has been in place for the gymnasiums of the Higher Secondary School, in which education began to be divided into academic and professional. Academic (only in Estonian, but state exams in all subjects can also be taken in Russian, grades 10-12, tuition is free) leads to higher education. Vocational training leads to employment opportunities or continuing education for a vocational diploma.

There is an opportunity to receive free higher education, but there are also paid places in universities. Diplomas of Estonian Universities are recognized by all countries of the European Union (Tallinn University, 2021).

Education in Poland

Compulsory education in Poland begins at the age of five or six years, according to the 1999 Reforms, starting from the "0" (zero) grade of kindergarten (Polish preschool) and from the age of six to seven years of the 1st grade of primary school. Compulsory education lasts 9 years. After the first 6 years of primary education, pupils enter the gymnasium for 3 years (incomplete secondary education), and at the end they take another compulsory exam (NCEE, 2021a).

The Ministry of National Education of Poland proved that under King Stanislaw August Poniatowski in 1773, Poland had the first ministry of education in the world, and these traditions continue to this day (Wolkowski, 1979). The 2012 International Student Assessment Program evaluated the achievements made by Polish education in the fields of mathematics, technology and literacy; the highest scores have increased since 2003, while the low scores have declined again. According to the 2014 Pearson Economist Intelligence Unit's ranking (BBC, 2014), Polish education is ranked 4th best in Europe and 10th best in the world.

Compulsory education

Primary School

From the 2012-2013 school year, primary school usually starts at age 6 instead of the previous 7 years. Primary school is divided into 2 cycles of 3 years each. The first cycle integrates one teacher with the teaching of all subjects, while the second cycle involves subject teaching. At the end of elementary school, students write a compulsory international qualification test. If the exam is

passed, it is confirmed by a certificate of graduation from primary school. However, this certificate is not required for admission to a gymnasium.

High school

Secondary school includes the lower level of secondary education and completes general basic education. It lasts 3 years. Subjects studied: Polish, history, civic education, two foreign languages, mathematics, physics and astronomy, chemistry, biology, geography, painting / music, technology, information technology, physical education, religious studies or ethics. At the end of the curriculum, pupils are assessed based on their ongoing performance and on examinations in the humanities, science and foreign languages.

Upper secondary education

Upper secondary education begins at the end of full compulsory education, preparing students to enter directly into the labor market and / or tertiary (i.e. higher) education. Upper secondary education takes many forms.

General education can be found in ordinary secondary schools (lyceums): after 3 years, students can pass the "Certificate of Maturity", which provides access to higher education. Professional and technical education, mainly provided by technical schools. Technical education lasts 4 years and leads to a certificate of maturity. Their primary goal is to educate the profession and trade, most popularly being an accountant, mechanic, electronics technician, and salesperson. Other types of Schools also provide professional education lasting 2 years and provide certificates of competence in various fields, the most popular being: salesman, cook, gardener, car mechanic, hairdresser and baker. Graduates from basic vocational schools can pass the Certificate of Maturity after an additional 2-year curriculum at a general secondary school, or, since 2004, a 3-year at a Technical School. Specialized ordinary secondary education schools (specialized lyceums) provide vocational education in 3 years, but only in the areas described in the Polish Classification of Activities (PKD). In addition, students with disabilities can go to a special school that prepares for the Certificate of Maturity in 3 years (NCEE'S Center, 2021a).

Education system in Germany

The education system in Germany differs little from European systems. It consists 4 stages. These are preschool, primary, secondary and higher education.

Compulsory education applies to children aged 6 to 19 years, respectively, the duration of schooling is calculated for a total of 13 years. After this period, subject to the successful passing of the exams, the student receives a certificate of completion secondary education, which gives him/her the right to enter a higher educational institution. Every school in Germany is subject of the government of its federal land. Therefore, the programs, rules and even the duration of study in different regions of the country differs from each other.

Preschool education - Vorschulbildung

Preschool education in Germany is not compulsory, that is why it is so poorly developed. Most kindergartens are privately owned. Children from 3 to 5 years old study in kindergartens.

Primary education - Grundschule.

Children from 6 to 10-12 years old study in elementary school (the age limit is determined differently in each land). Primary school education is complex. This means that general basic subjects are taught in a complex manner within one subject. Upon graduation from primary school, students are enrolled in secondary school.

Secondary education - Sekundastufe

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The institutions of secondary education in Germany are divided into 4 types: a gymnasium, a real school, a basic school and a joint school. Each type of school provides the student with different knowledge and opportunities after graduation.

Gymnasium.

Gymnasiums are the most prestigious type of secondary education institution. In order for a pupil to be able to enter a gymnasium, he/she needs recommendations from primary school teachers.

The gymnasium program is designed for 9 years, lasting from grade 5 to grade 13. After the 12th grade, students receive a Fachhochschulreife diploma, which gives the right to enter the technical institute (Fachhochschul), and after grade 13, the state exam should be passed and students are issued a certificate of completion secondary education. Only after the gymnasium students can enter the universities of the country.

Real school. Realschule

Education in a real school lasts 6 years, from grades 5 to 10. The program of a real school is narrowly aimed at obtaining a specialty, all subjects here are with a profile bias.

Upon completion of training in a real school, a certificate (Fachoberschulreife) is issued, which allows young person to enter a technical school or special vocational school. Also, after real school, students can enter the upper grades of the gymnasium (from 11 to 13), and then enter the university (Styding in Germany, 2021).

The education system in Finland

Recently, Scandinavian countries have become a priority for obtaining both secondary and higher education among children and their parents, as well as applicants from different countries. One such country with a large number of study opportunities is Finland. Many future students and pupils are concerned about the question - what kind of education system is in Finland and how accessible is it?

Steps

The Finnish educational system consists of three stages:

- Primary education - means passing through preschool and school institutions;
- Second stage - school or college;
- Higher education - passing through institutes and universities.

Primary education

Preschool education in Finland starts only when the child turns 6 years old. Children in a playful way learn all the necessary skills that they need at school.

The real study begins at the age of 7, when children go to primary school or lyceum. If we talk about the state standard, school education in the country is free, and for foreign citizens too. Meals are also free, the school year starts in August.

From the 3rd grade, an active study of the English language begins, and then, if you wish, you can choose optional classes for the study of a second foreign language.

The learning process in a general education school lasts 9 years. The system for grading students is 10 points.

Education for children in Finland lasts the same time as in other modern European countries.

Second stage of education

After a Finnish student has received basic education at school, he/she can act according to his choice: to get a vocational education and then work in his/her specialty or study at a college / gymnasium. The first case involves visiting specialized vocational schools or schools for training; in the second, maximum effort will be required, since the training is complex. Selection for vocational schools is based on the student's academic performance. After a vocational school, in which training lasts from one to four years, you can go to work in your specialty.

After studying at a gymnasium or college, it is necessary to pass state exams in Finnish (or Swedish), the second state language of Finland, in the chosen foreign language, as well as in mathematics or the humanities (optional).

For children on vacation

In addition to all the opportunities presented, there is a decent education system for children on vacation.

Only highly qualified professionals will work with school-age children, regardless of whether they are students of a secondary school in Finland or just come on vacation (NCEE Center on International Education, 2021b).

Education system in Slovenia

Slovenia is a small country located in the central part of Europe. Its population is just over two million inhabitants. However, this small state, like everyone else, has its own effective and modern training system, which has recently undergone many reforms. This is one of the few countries where residents still have the opportunity to receive education for free (including higher education), as well as those who have the right to a long-term stay.

There are several educational degrees in this country, in each of them, starting from kindergartens, the main emphasis is on foreign languages. Let's consider them in more detail.

Preschool education

The upbringing of young children in the state is carried out both in private and public gardens. Babies from 11 months up to school age can be accepted there, since the decree lasts only a year there. This education is not compulsory, parents have the right to choose themselves whether their child will go to preschool.

The payment for being in kindergartens of this state reaches 300 euros per month, however, a family can be given a discount (subsidy from the state center for social protection), which depends on its income and can cover up to 70% of the amount.

Children are enrolled in preschool institutions, throughout the year by the will of the parents of the kids. The total number of them in the country is sufficient, each kindergarten is well organized, and the groups are staffed with 15-20 kids. These organizations work from 6 am to 5 pm from Monday to Friday, and separate groups work on Saturdays.

School in the country

The school state system has two stages:

1. Primary school. It is divided into the following stages:

- o 4 years of study with one teacher;
- o 4 years of study, with different teachers for each subject, the choice of several additional classes is allowed.

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2. High school. Education for 4 years in vocational gymnasiums, secondary schools, schools in order to prepare for entering a university.

Primary education

Basic education (9 years) is compulsory in the state. When the kid reaches the age of six, his/her parents write an application to the school for admission to primary classes. Such an entry for next year is made in February of the current year, and the distribution of children is based on territorial residence. This stage of training is free, but school lunches, excursions, textbooks and stationery are purchased at the expense of the parents.

Secondary education

Secondary education here is divided into several groups, senior schools are in the form of general education gymnasiums, vocational-preparatory, secondary specialized, technical. Therefore, studying in Slovenia provides many opportunities.

General education in public institutions is 4 years, successful completion of the final exams guarantees admission to the university.

Vocational and secondary vocational training is designed to acquire certain skills for a future profession. It lasts 2-5 years, after which it is required to pass exams.

Secondary education in state schools is free, and private education has to be paid up to 300 euros per month.

Education of children on vacation

Slovenia is widely known for its quality supplementary education, including summer education. There are many schools open in it with various directions, including sports, foreign languages, ecology. There are also summer specialized educational institutions, circles and camps in which students can study during the holidays (EURYDICE, 2021A).

Education system in the Czech Republic

The general education system in the Czech Republic can be divided into the following stages:

- Preschool institutions for education.
- Primary education in schools.
- Secondary education in schools.
- Grammar schools.
- Higher and postgraduate education.

Preschool institutions for education

The very first stage of education in the Czech Republic is based on a network of kindergartens and nursery groups. Attending such institutions is not compulsory for preschool children.

Nursery groups are designed for children who have not yet reached the age of three. These institutions are fully controlled by the Ministry of Education.

Kindergartens are the most demanded institution for the upbringing of children, which are also managed by the Ministry of Education. Kindergartens are designed for constant attendance and the duration of classes in it is distributed up to 17 hours, except for weekends.

There are several factors that affect kindergarten fees:

- The area in which the children's institution is located.
- The status assigned to the institution (private, departmental, state).

The level of upbringing and supervision of preschoolers in children's institutions in the Czech Republic is very high. The regular program includes regular walks, excursions, developmental classes, foreign language training, visits to theaters and attractions.

Primary and secondary schools

In accordance with the approved Czech program, knowledge is provided to schoolchildren according to the following principle:

- From 6 to 10 years old - teaching in elementary school.
- From 10 to 15 years old - education in secondary school or gymnasiums.

Primary education in institutions, if administered by state municipalities, is free of charge.

Private establishments are always paid.

There are specialized schools in the Czech Republic:

- With sports;
- With artistic;
- With a language bias.

After completing education in the primary grades, the child can go to the gymnasium, where education is already on a paid basis. There is also a choice to stay and get an education in a second level primary school. After graduating from primary school, the child has a choice whether to study in high school.

In secondary school, the curriculum increases and after graduation, all students have sufficient knowledge in the main core subjects.

Education at the gymnasium is focused on preparing for the continuation of studies at a higher education institution. This is the main focus of the study of the main subjects. To test their knowledge, students take exams called "maturity".

After receiving the certificate, you are given the opportunity to enter the university. Foreigners wishing to enroll in one of the Czech institutes must undergo the so-called notification of a diploma in the Czech Republic, which equates it to the state one.

Education of children on vacation

Special recreation camps are organized in the Czech Republic. However, the curriculum includes specialized classes that are aimed at additional education for school-age children. In most cases, special attention is paid to the deep study of a foreign language until complete mastery of it.

Vacation education includes a two-month program from July to mid-August. Thus, children can be fully prepared for the upcoming school year in primary or secondary school.

There is also education on vacation for those who graduated from high school and intend to enter a higher institution. To do this, he/she can undergo additional training in the summer and successfully enter the chosen institution (EURYDICE, 2021B).

Conclusion

In general, taking into account the fact, that Georgia desires to promote its European and Euro-Atlantic integration, one of the most important factors on this way represents the introduction liberal, democratic culture for the future generation of Georgia – school pupils. This process will create the convenient base for the increasing democratic culture among the youth people –the future of the country. Thus, sharing the experience for Georgia of the several EU member states in the field of school education system, will play the positive role on the way of cooperation between EU and Georgia.

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The Effectiveness of the Flipped Classroom Method during Pandemic**Nina Bitskinashvili*****Abstract**

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

Key words: Flipped Classroom, Covid-19, Pandemic, Online Learning, Distance Learning, Remote Learning, Blended learning, Synchronous and Asynchronous online learning

1. Introduction

Nowadays, teaching with technology is one of the essential parts of education. In the 21st century, technology plays a primary role in human's life. The word "technology" consists of two Greek words: "technology" - mastery and "logo" - science. The word "technology" means not only science but also practice, and innovation is a combination of measures to create, research and disseminate new practical tools to meet the needs of society (Li-Hua, 2009).

The use of technology in educational institutions is crucial. It allows us to maximize our inclinations and make the educational process more accessible and flexible. With the help of technology, we can obtain both theoretical and practical knowledge of teachers and students (Johnson et al., 2016).

In today's world, every activity is related to technology and education is no exception. The more technologies are developed, the more opportunities people have. They have the opportunity to gain more knowledge and experience. Innovative educational technologies even mean updating or creating an educational program that will make it easier for students and academic staff to acquire and impart knowledge (Cleaver, 2014).

All the educators agreed publicly that educational technologies are still not enough for a successful and valuable learning process (Dickson & Vasudeva, 2019). There are given new ways and trends connected to the usage of technology integration in education during COVID-19 time.

The Aim of the Research: The research aims to determine the level of student engagement and motivation in the case of introducing the Flipped Classroom model during online and blended learning.

Final Question: How does the flipped classroom model affect students' engagement in 9th-grade students?

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2. Literature review

COVID-19 and not only pandemic showed us as an educator that the new world needs the new changes in every field and especially in education. A lot of researchers are mentioning in their research that technology integration has a key role in every level of education. There are a lot of concepts for technology integration into education. However, one of the most essential method and the model of technology integration is TPACK. "TPACK stands for Technological Pedagogical Content Knowledge. It is a theory that was developed to explain the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology" (Koehler & Mishra, 2009 p. 64).

The TPACK framework allows the educators a broader understanding of the nowadays reality in education systems despite the level of education, whether it is at the school or university level.

TPACK is a technology integration concept that identifies three types of knowledge dimensions - technological, pedagogical, and content knowledge., that are united in this methodology. TPACK model gives the education leaders and educational leadership authorities to plan and outline the smooth process during online learning. Nowadays, teachers are demanded to have these above mentioned three kinds of knowledge in terms of good and high-quality teaching and learning process.

"TPACK is to understand how to use technology to teach concepts in a way that enhances student learning experiences (Mishra & Koehler, 2006)". Even if one of the forms is missing out during online learning the experience of learning is not at a high and good level. That way, we as leaders, need to help the teachers to understand the concept of this model to thrive their mindset and try to give them a new mental picture to shift their way of teaching to this new model.

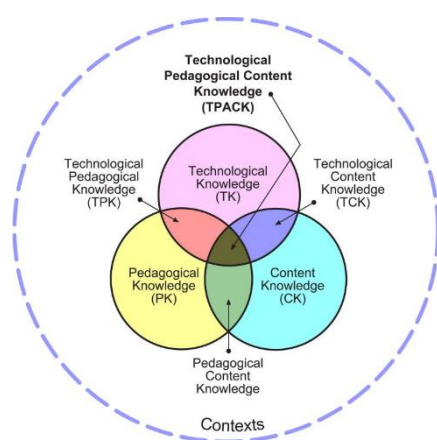


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2.1 Flipped Classroom model in teaching and learning during COVID-19

Flipped classroom model is a well-researched and effective method of teaching when the teachers are producing the materials for preliminary study for students and during the lesson, there will be activities connected to these pre-prepared materials to be checked. Class activity will enhance the knowledge and experience given in the teachers' materials (Hamdan, 2013)

Flipped Classroom model and methodology itself is considered as a new methodology of learning according to Bishop (2013) and this methodology is a mix of different theories, such as constructivist, problem-based learning, direct teaching methods and behaviorists' theory.

To sum up, the flipped classroom methodology and pre-prepared video materials are way helper for teachers and essential for the learners, because the teachers give them instructional videos before the class and the students can watch the videos at home and then they can interact during the lessons (Flipped Learning Network, 2014).

2.2 TPACK and Flipped Classroom model during Online and Blended learning

The importance of TPACK (content, pedagogy and technology) is visible for the latest time when during this Pandemic, students were online, teachers were online as well. Without any of these above-mentioned segments, teachers cannot handle efficient lessons (Kurt, 2018). The flipped classroom itself requires three dimensions as really fundamental parts of the good flipped classroom. Without good content, the video recorded by the teacher is not high quality and the students cannot acquire knowledge without a good quality of the video the students are lazy to watch because they are attached to YouTube and they know the sense of the quality of the videos, and without pedagogy teachers' video would not be interesting and catchy to be watched by the students (Bergmann & Sams, 2012). So, TPACK and Flipped Classroom model are united in primer, even from the beginning of the idea of the research (LaFee, 2013).

Each form has its complications if we consider them as a model. However, they are easily understandable together. The only challenge for this method usage is the teachers' technological skills because most of the teachers are good at content and pedagogy dimensions; technology skills are new and challenging for most teachers.

3. Methodology

The experiment was conducted in an international school in Tbilisi, Georgia. The overall goal of the study is to explore the effects of Flipped Classroom methodology on students' engagement and during online learning and Pandemic. The research is intended to explore the Flipped Classroom method as an active and dynamic learning methodology/strategy for learning and teaching, the areas of using Flipped Classroom in education and how Flipped Classroom can influence the development of students and educators during the pandemic. The research also observes how Flipped classroom method affects the students' motivation while getting engaged in using the model. The collected data of the research, presented below, is based on the teacher's interview and process journal that the teacher was creating during the experiment. A corpus of archived digital videos done by teachers, process journal, other texts and artefacts that used during the experiment process was developed by the teacher as well.

The school leadership team and digital transformation teams have collected the methodology of Flipped Classroom itself to develop further "teacher training program", and conducted the training for the whole school teachers. One teacher decided to use and test the flipped classroom method with two classes.

3.1. Research Participants and Process of Implementing the Flipped Classroom Process

After that, the training was conducted teacher training in Tbilisi, 2021 in January. There were selected a teacher for further experimental research who has volunteered for this experiment. The approvals for implementing the experiment in school was obtained from the school principal. Before the experiment started the teacher organized the meeting with the parents and explained the goals and objectives of the research. They signed the consent paper. After that teacher prepared flipped classroom model video materials for the experimental class, and start the experiment. The majority of the lessons were conducted according to the flipped classroom model. The teacher has recoded the video materials, what they had to watch before the online lesson. During the online lessons, the student had tasks to do according to the video recorded by the teacher.

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Discussion and further development parts were connected to the video materials. The teacher started the note-taking in the process journal to collect evidence of how the process was going. The results are given below.

Grounds: teacher observation "Process journal" to determine student engagement and involvement during the Pandemic.

Interventions with experimental group lessons (use of flipped classroom model, intensively)

Observation on the control group (normal online lessons)

Period of experimenting: 12 weeks

Target groups: Two 9th grade classes with 35 students and two 10th grade classes with 37 students

Control and experimental groups:

Group	Task	Grade
Experimental	Flipped classroom videos	9th grade 35 students
Control	Normal online class activities	10th grade 37 students

Engagement chart in experimental group:

Weeks	Experimental group	
	Student number who watched the video recordings	Student number who did not watch the video recordings
Week 1	20	15
Week 2	19	16
Week 3	22	13
Week 4	21	14
Week 5	27	8
Week 6	27	8
Week 7	30	5
Week 8	29	6
Week 9	27	8

Week 10	27	8
Week 11	24	11
Week 12	25	10

This chart shows the progress of the videos were watched by the students. The teacher had the comments in his journal that the students who were not actively involved in the past online classes and how they became active and took part in the discussions. However, few students did not participate and were not following the teacher's instructions. Some of them did not watch the videos at all, but the teacher mentions that these students were passive without the flipped method as well. As you can observe in the chart above, the last few weeks statistics became low again, as the teacher was investigating and commenting about it is that the students were bored of the same type of tasks (watching the videos and do the tasks during online classes).

Engagement chart in Control group:

Weeks	Control group	
	Student number who actively involved in discussions	Students who were not actively involved in discussions
Week 1	20	17
Week 2	27	10
Week 3	24	13
Week 4	21	16
Week 5	20	17
Week 6	25	12
Week 7	24	13
Week 8	21	16
Week 9	22	15
Week 10	24	13
Week 11	22	15
Week 12	21	16

The second chart shows less amount of engagement during the class discussions. The online learning process showed that teenage students were demotivated and did not show enthusiasm and wish to discuss and talk.

According to this study, we cannot generalize the results because of the number of participants, but across the school, we can recommend them to the teachers.

4. Conclusion and Recommendations

The study shows that the Flipped classroom during the Pandemic is one of the effective strategies to be used by the teacher, however, there should be considered the amount of time and videos proposed to the students. The model itself is effective and inclusive but needs to be a time-space between.

The flipped classroom model during pandemic redefines the teaching and learning space. These spaces in this case are virtual, however, they have their specificity and influences in the teaching and learning process. The teachers are preparing pre-class online materials (videos, presentations, audio recording, or other). During the online lessons, students are given time to solve some problems and discuss the topic at a deeper level.

Recommendations

- The teacher should be ready for a good level of technical skills,
- The teacher needs to consider the frequency of proposed flipped classes because if it is often offered it is not so effective, reasonable time can be once or twice a month.
- There should be considered the topic which will be flipped and offered for students.

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Levels of Transformation in English-Georgian Translation of News Headlines**Nino Nijaradze***
Ketevan Dogonadze****Abstract**

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

Key words: *Translation strategies, news headline, level of transformation, micro and macro level approaches*

1. Introduction

Headlines represent a very specific type of text that plays an increasingly important role in the modern world. They can be viewed as part of the text i. e. article on the one hand and a text in its own right, on the other. They play an important role in informing and attracting the reader to the news article that follows. Due to complexity of the nature and a crucial function news headlines perform, their translation poses a special challenge for translators and has been a focus of numerous studies. However, little has been done in this respect with regard to translation between English and Georgian headlines. The transformations that news headlines undergo when transferred between these two languages require more detailed analysis, especially if we consider the very different linguistic structures of these languages as well as diversity of journalistic traditions and styles.

2. Literature review

News headlines have always performed a double function of not only informing the readers about the content of the article, but also attracting them and persuading them to read it (Bell, 1991, Ifantidou, 2009). Even when these articles appeared in printed media, not everyone read papers from cover to cover and quite a few readers based their choice of what to read on the impression the headline made on them (Frank as quoted by Emig, 1928). The demand to make headlines more tempting has clearly increased with the spread of digital media, as now they have become a 'clickbait' and "should above all make the reader curious as to what the article is about, so that it lures the reader into opening the article (Kuiken et al., 2017). Attempting to explicate the communicative function that headlines perform, Dor (2003) describes them as 'relevance optimizers', "textual negotiators between

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the story and its readers" (p. 696). In this respect he sees no clear division between the different types of headlines as they serve the same purpose of optimizing the relevance of the articles and the stories presented in them to the readers. This is achieved through presenting the key information in a concise, simple form that is easy to read and thus the processing effort required on the readers' part is reduced, but at the same time contextual effect that the whole article has on the readers is largely maintained. Consequently, a successful headline is the product of not only the story to be presented but also and maybe even more importantly, understanding of the readers' knowledge, beliefs and attitudes, their cultural background.

Due to such complex nature of news headlines, they present a serious challenge to translators, especially if we do not interpret translation as mere transfer of the words and phrases of one language into equivalent words and phrases of another language. In a more communicative approach to translation, it is often viewed as an attempt to create a communicative equivalent of the source text which could be interpreted as producing a similar effect on the target text readers as it did on the source text readers (Newmark, 1991). In its broadest interpretation, we believe, this implies what Bassnett (2002) describes as intra-cultural and inter-temporal communication. This view of translation requires that in the case of translated news articles we modify the key functions of news headlines to include the interests of the target text audience (Rasul, 2018). Thus, in addition to summarizing the key points of the article, the translated headline should adapt the information considering the target readers' background knowledge and awareness. As for attracting the audience, not all the strategies that the author of the source text used in the headline to evoke interest in the readers, would be equally effective with the consumers of the target text, again due to cultural differences.

A lot of the previous research in translation deals with translation strategies used to deal with difficulties that emerge when transferring a text from one language to another. Some of the more common taxonomies were reviewed in our previous research (see Nijaradze, 2018). In another paper (Nijaradze, 2019) we suggested a taxonomy that is a combination of mainly three prior classifications developed by Barkhudarov (1975), Chesterman (1997) and Proshina (2008). Thus, rather than go into the detailed discussion of individual strategies here, we will provide their examples from the headlines analysed in this study.

3. Methodology

Headlines of 48 articles all translated from English into Georgian were collected from a number of sources. These were all news articles dealing mainly with political and socio-cultural issues. Applying Roberts's (1995) typology of translations, all the articles belong to pragmatic informative specialized socio-eco-political type. This means that their overall function is non-literary; their specific dominant function is to inform, and their content and vocabulary is typical for socio-political discourse. The translations were obtained from two main sources: civil.ge and amerikishma.com. Both are reliable and reputable sources. Civil.ge, is a website created under the United Nations Association of Georgia project that has been in operation since 2001. They publish news and news analysis in Georgian and English and in addition to national news frequently offer translated articles on international news from a variety of sources. In the case of the headlines analysed in the study, the sources of the English articles included "The New York Times", "The Economist", "The Wall Street Journal", "EU Observer", "The American Interest", "Balkan Insight", "Euractive", the website of the European Council of Foreign Relations, etc. The second source, amerikishma.com is a Georgian counterpart of Voice of America, so source texts could all be found in various sections of VOA. The names of translators were not indicated in the majority of cases and thus, it is not evident who, or in fact how many translators were involved in the translation process.

At the initial stage of analysis, the Source Text (ST) and Target Text (TT) headlines were compared and analysed in terms of the translation strategies applied in them. The next stage involved classifying the identified examples of each strategy into the ones affecting the text at the micro level and macro level. This is in line with macro and micro level approaches to translated texts as discussed by Steiner (2003), where micro level refers to lexicogrammatical analysis while macro-level deals with higher level considerations such as register and genre. Steiner argues for integration of the two approaches claiming that "there has to be a

shared concern with *how* texts function, and with *why* and *to what effect this functioning is actually realized*" (p. 16). The analysis presented below attempts to implement both micro and macro approaches starting from identifying strategies for dealing with lexicogrammatical level and then moving on to analysis of transformations of the pragmatic level that affect how the text will be perceived by TT readers.

4. Results and Discussion

The study found that majority of translation strategies in the taxonomy suggested in our earlier study (Nijaradze & Dogonadze, 2019) can be identified in the headlines despite the length and structural limitations.

1. Transcription/transliteration – e.g. twitter – „ტვიტერი“
2. Literal translation/Calque – e.g. House Republicans - პალატის რესპუბლიკელებმა
3. Specification - e.g. Boris Jonson's victory - ბორის ჯონსონის არჩევა
4. Generalization - e.g. at ... elementary School - სკოლის (school);
5. Lexical addition – e.g. bring 'Hemingway' to Life - ჰემინგუეი ბევრისთვის თავიდან გააცოცხლა ('for many people' added)
6. Sense development - e.g. logical connection through cause -effect, e.g. Violence - შეტაკებები (clashes/conflicts)
7. Reduction – e.g. Seven early lessons - შვიდი გაკვეთილი (seven lessons)
8. Synonymy – e.g. focuses on Vaccinations - ვაქცინაციას აძლიერებს (strengthen, bolster), destroyed Rights - „გათელილი უფლებების“ (crushed)
9. Compensation – e.g. the voodoo politics of Europe - პოლიტიკური ქიმერების რწმენა ევროპაში
10. Metaphoric transformation – a) substituting TT metaphor with ST. e.g. one America First Doesn't Mean America Alone - „ეუღლ ამერიკას“ (poetic word for 'lonely'), b) trope change i.e. replacing ST metaphor with a non-metaphorical equivalent or vice versa, e.g. turning the Corner' - მკვეთრი გაუმჯობესება (dramatic improvement);
11. Word order change - e.g. Seven early lessons from the coronavirus - კორონავირუსის შვიდი გაკვეთილი
12. Grammar substitution including transposition, e.g. Bosnian Capital - ბოსნიის დედაქალაქი (the capital of Bosnia), phrase structure change, e.g. Will ... resolve - შეუძლია კი ... გადაწყვეტა? (can it resolve?), clause structure change, e.g. as Infections continue to Fall - ინფიცირების კლების ფონზე (against the background of falling infections i. e. transformation from finite to non-finite structure).

Unsurprisingly, no examples of sentence structure change were found in our data, because very few of the analysed headlines were full sentences and this strategy implies for instance, converting simple sentences into complex ones or integrating several sentences into one.

The most frequent translation strategies found in our data were reduction (55 cases), lexical addition with 35 cases, transliteration with 30 cases and grammar substitution with 30 cases of phrase structure change in particular. A more detailed analysis of the translation strategies revealed some qualitative differences within the categories; it was felt that some of the transformations affected the discourse and genre level characteristics of the texts and were consistent throughout the data. This allowed us to contrast what we refer to 'micro-level' and 'macro-level' strategies sometimes within the same group. For instance, 'diversity'

translated as მრავალფეროვანი ჩართულობა (diverse participation) was classified as lexical addition and so was Biden translated as პრეზიდენტი ბაიდენი (President Biden). However, in the former the addition is required by the lexico-grammatical considerations ('diversity' has no single equivalent lexeme in the Georgian language), while in the second example, the purpose was to clarify the information for the readers, i.e. pragmatic considerations. Similar examples can be found under most of the strategies listed above. However, below we will analyse the macro-level strategies that were most frequent in the headlines.

The first large category is grammatical transformations that included

- a) Mood change: There were only 3 questions in English headlines and 10 in Georgian translations. In 7 cases indicative mood was replaced by interrogative. E.g. Defending Journalists in an Era of "Destroyed Rights" - როგორ დავიცვათ ჟურნალისტები „გათელილი უფლებების“ ეპოქაში? (How shall we defend journalists ...?)
- b) Tense change: There were 11 instances of tense change and in 9 cases present simple tense in the English headline was replaced by equivalent past form in the Georgian translation, e. g. Twitter Suspends Accounts Skirting Trump Ban - "ტვიტერმა" დონალდ ტრამპთან დაკავშირებული გვერდები ჩაახსნა (suspended)

The next group of strategies can be referred to as semantic strategies as they change the amount of information conveyed by the headline.

- a) Addition – the ST headline contains information not presented in the TT headline, e.g. Violence Renews Near Iconic Holy Site in Old Jerusalem - იერუსალიმში პალესტინელებსა და ისრაელის პოლიციას შორის შეტაკებები განახლდა (violence specified as 'clashes between Palestinians and the Israeli police'). In this and several similar examples either a deck (a short article summary that accompanies a headline) or a caption was removed from the Georgian version of the article and it could be suggested that the addition aimed to compensate for this. However, more detailed analysis of headlines in relation to other components of articles would be required to make any generalizations. Another typical example of addition is the following: Bosnian Capital Hosts First-Ever Pride March - ბოსნიის დედაქალაქმა ლგბტ პრაიდს პირველად უმასპინძლა (LGBT Pride in Georgian where 'pride' has been transliterated). In such cases addition was justified as the concept of 'pride' was probably felt to be less familiar to the target audience than the readers of the ST.
- b) Reduction – TT headline omits some information present in the ST headline. Examples of the use of semantic reduction strategy in headlines can be classified into several groups. On several occasions the source of the information was not mentioned in the Georgian translation of the headline unlike the English version, e.g. AKK on Germany's defense strategy - გერმანიის თავდაცვის სტრატეგია იცვლება? US 'Turning the Corner' Against Coronavirus, White House Says - კორონავირუსთან ბრძოლაში ამერიკაში მკვეთრი გაუმჯობესებაა. Similar phrases that were lost in translation include 'scientists warn', 'Says Top Biden Aide', etc. The next group of reduction strategy use contains examples where only the topic of the headline is maintained in the translation and the comment is lost. Here, "Topic is defined as what the clause is about and Comment as what is said about the Topic" (LaPolla, 2019). E.g., As Day 100 Approaches, Biden's Ability to Keep Promises Strained - ბაიდენის 100 დღე თეთრ სახლში (Biden's 100 Days in the White House). As a result, the headline of the ST when translated is transformed into the so called 'label head', which refers to a headline that only identifies the topic of the article but gives no clues as to what will be said about the topic. The final common trend in the use of reduction strategy is to omit the details concerning the news that, we believe, would require a lengthy explanation for Georgian readers. E. g. White House COVID-19 Team Focuses on Vaccinations as Infections Continue to Fall - ინფიცირების კლების ფონზე, თეთრი სახლი ვაქცინაციას აძლიერებს (COVID-19 Team omitted), Vast Archives at JFK Library Help Bring 'Hemingway' to Life - ახალმა საარქივო მასალებმა

ჰემინგუეი ბევრისთვის თავიდან გაცოცხლა (no reference to JFK library in the translation).

- c) Thematic structure change – in many cases in the analysed headlines the word order change strategy resulted in the revision of the thematic structure of the sentence/phrase. In majority of such instances, a part of the rheme of the ST headline is moved to the beginning of the Georgian translation thus becoming a part of the theme. E. g. Cyberattack Shuts Down Top US Fuel Pipeline Network - აშშ-ში კიბერ-თავდასხმამ კრიტიკული საწვავის მილსადენის გათიშვა გამოიწვია (In the USA ...), At Least 9 People Fatally Shot at Russian Elementary School – რუსეთში, სკოლის წინ, სროლის შედეგად 9 ადამიანი გარდაიცვალა (in Russia ...). Out of 17 cases of word order change, 12 lead to thematic structure modification and most frequently, it is the names of places and locations (e.g. the UK, US, Russia, EU, Jerusalem) or influential people (Trump, ministers). It seems reasonable to suggest that thematic structure of headlines is modified with a consideration to the interests of the TT readers. However, a more detailed study of information structure of headlines is required for further conclusions.
- d) Trope or metaphoric transformation – interpreted broadly to include any type of pun, allusion, metaphor, idiom, rhyme, phrase substitution in between the ST and TT. We could talk about two broad groups here: trope loss and trope addition. The examples of the former include e.g. Western 'endarkenment' - მზის დაბნელება დასავლეთში, (solar eclipse in the West) where allusion to enlightenment is lost; Eastern Europe Matters - აღმოსავლეთ ევროპა მნიშვნელოვანია (Eastern Europe is important), with pun lost as only one of the senses is translated; 'Turning the Corner' - მკვეთრი გაუმჯობესებაა (dramatic improvement), etc. Such transformations are only to be expected as the use of idiomatic language and rhetorical tools is a typical characteristic of English news headlines and due to the differences between languages not all such items have close equivalents in other languages. However, in our data there are several interesting examples of trope addition, which would be hard to explain with only lexico-grammatical reasons. E.g. A German response to Macron - მაასის ბაასი (Maas' talk/conversation). The choice of the Georgian word "ბაასი" that can be used as a synonym to 'response', but is rarely used in modern Georgian, can only be justified by the fact that it rhymes with the name of the German minister who is not mentioned in the English headline at all.

The next two examples demonstrate modification of the headline at the intertextual level, e.g. Covid-19 might not change cities as much as previous pandemics - პანდემია დიდ ქალაქში (Pandemics in the City) The headline is transformed fully to make a clear allusion to the title "Sex and the City". Similarly, 'Europe before the elections – heading back to the past?' is translated as "ევროპული არჩევნები - უკან მომავლისკენ?" (European Elections – Back to the Future) alludes to a well-known film.

Thus, Georgian translators seem to perceive the use of rhetorical tools an important aspect of headlines in Georgian articles too and make efforts to add stylistic colouring whenever possible.

5. Conclusion

Based on the analysis of Georgian translations of English new headlines in terms of the translation strategies used in them several tentative conclusions can be made despite the limited scope of the study.

- Although the headlines themselves are often incomplete sentences and due to their conciseness seem to provide limited linguistic data for analysis, the study shows that the translators employ a wide variety of strategies, most frequent being reduction, lexical addition, transliteration and grammar substitution, phrase structure change in particular.

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- The strategies used in the studied data affect micro i.e. lexico-grammatical level as well as macro i.e. pragmatic and rhetorical considerations that include genre requirements.
- The main factors influencing macro-level transformations are
 1. Intention to adapting headlines to Georgian media language, e.g. frequent use of questions, free use of past tense (unlike English);
 2. Tailoring the headline to Georgian readers' background knowledge: addition of extra information when needed, avoidance of unfamiliar concepts, acronyms when not essential;
 3. Attracting readers' attention by starting headlines with locations and people that would be of particular interest to Georgian audience (especially, the EU, US, Russia, presidents, etc.);
 4. Leaving the topic of the article more open-ended by neglecting to translate the comment and by changing the standard English headline to label head in Georgian, possibly to arouse readers' curiosity;
 5. Introducing stylistic and rhetorical elements to make headlines more attractive to readers.

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Corpus-Based Discovery Learning in Teaching English as a Foreign Language**Nino Tsulaia*****Maia Chkotua******Abstract**

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

Key words: *Corpus, corpus-based discovery learning, inquiry, EFL context*

Background and Characteristics of Discovery Learning

Discovery learning is an inquiry-based approach to learning. It was put forward by Jerome Bruner (1915-2016), an American psychologist and educator in 1961. Jerome Bruner was an opponent to the behaviorist paradigm of learning and considered that effective learning is accomplished only through the process of inquiry. The discovery learning method was built on the basis of John Dewey's (1859-1952) theory of learning and Jean Piaget's (1896-1980) cognitive constructivist theory of learning. John Dewey believed that students learn best through experiential learning that is learning by doing, thus he promoted hands-on learning and laid the foundation for inquiry-based methods of learning. Jean Piaget's cognitive constructivism considers learning as an active process of building knowledge by the learners themselves. Rooted in these theories, discovery learning promotes knowledge construction by the learners rather than passive reception of it. It is a constructivist-based approach to learning promoting student-centered learning where students are stimulated to pose questions, make inquiries, develop hypotheses, draw conclusions, etc. Constructing new knowledge is founded on prior and existing knowledge of learners.

Van Joolingen (1999) describes discovery learning as a process of learning when "learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments" (p. 386). He identifies the skills that are needed for efficient discovery learning. These skills include hypothesis generation, experiment designing, prediction, data analysis

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and others. Syolendra and Laksono (2019) identify six phases in the discovery learning process, which are the following: stimulation, problem statement, data collection, data processing, verification and generalization (figure 1).

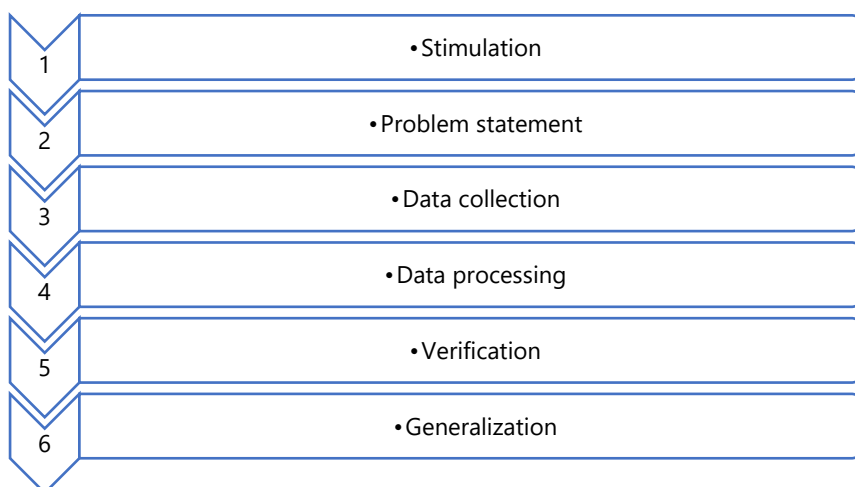


Figure 1: Stages of Discovery Learning

Source: Developed by the researchers based on Syolendra and Laksono (2019)

Suwandari, Ibrahim and Widodo (2019) specify similar steps in the discovery learning process. These steps are outlining orientation activities, formulating a problem, proposing a hypothesis, collecting data, testing the hypothesis and arriving at a conclusion.

Discovery learning induces the active engagement of students. Castronova (2002) states that “through exploring and problem solving, students take on an active role to create, integrate, and generalize knowledge” (p. 2). It is a motivating instructional method for learners and encourages them to take responsibility for learning. Examples of discovery learning are case-based learning, problem-based learning, simulation-based learning, etc. Discovery learning enhances the creative thinking skills, analytical thinking skills, critical thinking skills and problem-solving skills of students. Besides, it significantly boosts learners’ confidence. Discovery learning is applied to teach different subjects including foreign languages. It is implemented in teaching different aspects of language and the four language skills (reading, listening, speaking and writing skills).

Two approaches of discovery learning are differentiated in the teaching practice: pure discovery learning and guided discovery learning. In the pure discovery method, a student is exposed to the problem to solve it without any guidance from the teacher, whereas the guided discovery method involves providing hints, direction, coaching, or modeling to students on the path to solve this problem (Mayer, 2004).

Many scholars (e.g., Arifani, 2016; Clark, 2009; Druckman & Ebner, 2018; Rahman, 2017; Rosenshine, 2009) claim the effectiveness and superiority of the guided discovery method over the unguided one. They urge that guided discovery more leads to precise deductions, right conclusions, intended objectives of teachers and correct knowledge construction in general.

Corpus-Based Discovery Learning

In teaching English as a foreign language, a corpus has been exploited as a useful learning aid in the past decades. Discovery learning is realized by means of a corpus and through the direct application of corpora by learners. Corpus-based discovery learning is increasingly integrated into the teaching vocabulary, grammar and for the improvement of writing and reading skills of learners. A corpus enables the learners to have easy and quick access to real language data. It allows conducting a hands-on exploratory study of authentic language where students observe, discover, make generalizations and infer matters.

Huang (2008) recognizes both guided and unguided approaches in corpus-based discovery learning though he favors the guided one. The scholar identifies three stages in corpus-based discovery learning: 1) corpus exploration on a specific linguistic feature, 2) discussing discoveries, and 3) presenting the results (figure 2).

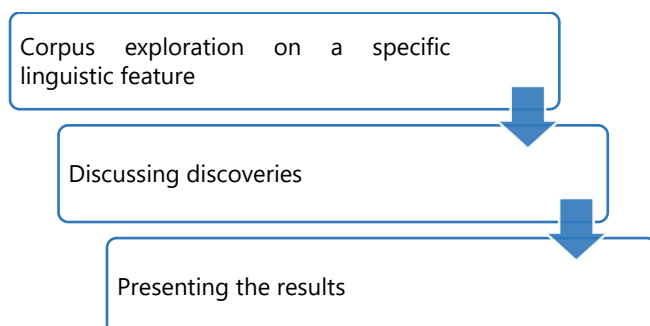


Figure 2: The corpus-based discovery learning process

Source: Developed by the researchers based on Huang (2008)

Huang (2008) attributes many benefits to the corpus-based discovery learning method. Students are highly engaged in individual, pair or group work. Dealing with authentic language meets students' interests and needs. It also promotes learner autonomy where students take ownership of their learning and develop as responsible and self-directed learners. Besides, students "become critical of their own linguistic choices" (Huang, 2008, p. 25). Furthermore, corpus allows the descriptive study of a language rather than a prescriptive one; in other words, it enables exploring the language it is used by native speakers in real-life situations rather than studying the language how it should be used by language speakers.

According to Bernardini (2016), corpus-based discovery learning is a learner-centered, inductive process favouring autonomy. The scholar urges the usefulness of corpora for students especially of translation educational programs and courses. He proposes project-based discovery learning with corpora which includes the following stages: corpus building by the learners, hypothesis development, hypothesis testing, presentation of procedure, results and restrictions, actual implementation (figure 3).

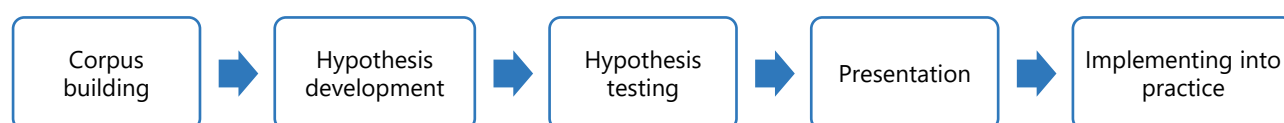


Figure 3: Project-based discovery learning with corpora

Source: Developed by the researchers based on Bernardini (2016)

Corpus-Based Discovery Learning of Collocations

One of the effective ways of collocation instruction is corpus-based methodology. A combination of two or more words that frequently occur together is referred to as a collocation. Two types of collocations are distinguished in the English language: lexical and grammatical collocations. Lexical collocations contain compounds of nouns, adjectives, verbs and adverbs.

Grammatical collocations include combinations of a noun, an adjective or a verb added by a preposition, an infinitive or a clause (Table 1).

Table 1 Lexical and grammatical collocational bundles

Lexical Collocations	Grammatical Collocations
Noun + noun	Noun + preposition
Noun + verb	Noun + <i>to</i> -infinitive
Adjective + noun	Noun + <i>that</i> -clause
Verb + noun	Preposition + noun
Verb + adjective	Adjective + preposition
Verb + adverb	Predicate adjective + <i>to</i> -infinitive
Adverb + adjective	Adjective + <i>that</i> -clause
Adverb + verb	Collocational verb patterns

Source: Developed by the researchers based on Demir (2017) and Moehkardi (2002)

As reported by Farrokh (2012), language proficiency and fluent language use requires collocational knowledge. The scholar upholds that acquisition of collocations is essential both for receptive and productive language skills and advocates intensive teaching of collocations in EFL (English as a Foreign Language) classrooms. Collocations can be learned from texts, preferably from authentic materials that can be audio, visual, paper materials or realia. Collocations can also be learned intentionally through dictionaries. But the most recent and efficient medium for collocation acquisition is a corpus and its powerful tool – a concordancer. Corpus-based collocation learning implies generating concordance lines for the target word to observe its collocational patterns. Learners discover these patterns, observe them in different authentic contexts, deduce the meaning and even obtain the frequency indicator to see how widespread this or that collocations are. English language teachers and learners have a wide range of opportunities of corpus selection. This range includes spoken corpora, written corpora, academic corpora, web corpora, British English corpora, American English corpora, specialized corpora, historical English corpora, etc.

English Corpus for SKELL (Sketch Engine for Language Learning) is a corpus designed specifically for students and teachers of English. It is a student-friendly version of Sketch Engine – a corpus manager software (available at <https://www.sketchengine.eu/>) which comprises 1.5 billion words.

SKELL corpus incorporates three inquiry tools. The first tool is *Concordance*. It gives examples of the target word or phrase in context (figure 4). With the example sentences a teacher can conduct observation activities, discovery activities for students. Learners can check the wording and usage, infer meaning, and investigate multiple meanings and uses.

take 1,293.84 hits per million

1. These natural body substances are usually **taken** together.
2. Many conflicts are **taking** place amid general indifference.
3. The whole procedure had **taken** almost three hours.
4. Individual clinicians are constantly **taking** management decisions.
5. The traumatized cell phone conversations **took** place again.
6. Todd began **taking** drum lessons 8 years ago.
7. This trail **takes** approximately 2½ hours.
8. Can **taking** vitamins prevent daily drinking damage?
9. The conversation **took** place many years ago.
10. There are more systemic changes **taking** place.

Figure 4: Concordance for the word *take*

Source: English Corpus for SKELL (available at <https://skell.sketchengine.eu/#home>).

The second tool is *Word Sketch*. It gives typical collocations with the target word (figure 5). The tool is especially beneficial for collocation discovery and learning.

subject of take		object of take		phrasal		phrasal with object	
1. event	event took	1. place	took place	1. over	took over	1. away	take away
2. people	people take	2. advantage	to take advantage of	2. off	took off	2. up	take up
3. student	students take	3. part	took part in	3. away	take away	3. out	take out
4. government	government took	4. care	take care of	4. up	taken up	4. off	take off
5. man	men took	5. action	take action	5. out	taken out of	5. over	take over
6. change	changes taking	6. time	take time	6. down	taken down	6. down	take down
7. woman	women taking	7. step	take steps	7. on	to take on	7. in	take it in
8. process	process takes	8. look	take a look at	8. along	taken along	8. on	take it on
9. team	team took	9. control	took control of	9. in	taken in	9. along	take them along
10. player	player takes	10. lead	took the lead	10. apart	take apart	10. apart	take apart
11. patient	patients taking	11. year	take years	11. aside	was taken aside by	11. aside	took me aside
12. company	company took	12. picture	take pictures	12. around	taken around	12. through	take you through
13. game	game takes place	13. form	take the form			13. around	take around
14. force	forces took	14. responsibility	take responsibility for			14. across	take you across
15. someone	someone took	15. photo	take photos			15. unto	take unto

adjectives with take		modifiers of take		words and		or take	
1. long	took so long	1. away	taken away	1. pass	take and pass	1. give	give or take
2. captive	taken captive by	2. seriously	be taken seriously	2. hold	to take and hold	2. come	come and take
3. less	took less than	3. then	then took	3. give	taken and given	3. arrest	arrested and taken to
4. third	took third	4. long	n't take long	4. subscribe	shall take and subscribe	4. capture	captured and taken to

Figure 5: Collocations with the word *take*

Source: English Corpus for SKELL

The third tool is *Similar Words* (or thesaurus) (figure 6). It finds words that are similar (not only synonymous) to the target word. The tool is useful for teaching lexical sets, getting ideas in the process of writing, compare meanings of words, etc.



Figure 6: Thesaurus of the word *take*

Source: English Corpus for SKELL

The most valuable opportunity SKELL corpus proposes is the possibility to move to the examples of collocations and scrutinize them in contexts (figure 7). Students explore compound units, deduce the meaning and come to a conclusion.

take + advantage 23.88 hits per million

1. **Take advantage** of loan much needed break place customer.
2. Try **taking advantage** of searches using images.
3. Hybrid architecture **takes advantages** of both previous architectures.
4. Air combat tactics and doctrines **took advantage**.
5. Local networks often **took advantage** of kinship ties.
6. They **took advantage** of legal tax breaks.
7. Indian family **taking advantage** of the flour load.

take + place 96.61 hits per million

1. Many conflicts are **taking place** amid general indifference.
2. The traumatized cell phone conversations **took place** again.
3. There are more systemic changes **taking place**.
4. All worship **takes place** within particular cultural contexts.
5. How such unconscious communication **takes place** is therefore certainly worth studying.
6. The official inauguration **took place** five days later.
7. This stage **takes place** during young adulthood.

take + part 28.9 hits per million

1. This often involved guest speakers **taking part** in seminars.
2. **Take part** in physical education activity classes during school.
3. She **took part** in numerous humanitarian projects.
4. She **took part** in many international dancing competitions.
5. A large number of voters **took part**.
6. There were some 5000 activists **taking part**.
7. Around 200 to 300 participants **took part**.

take + time 20.96 hits per million

1. **Time taken** 1 hour and 30 minutes.
2. The **time taken** varies considerably between individuals.
3. This means microwave heating **takes** significantly less **time**.
4. Maintaining unit tests **takes** too much **time**.
5. To travel anywhere **took time** and effort.
6. Paying **takes** little **time** and is 100% secured.
7. It sometimes **takes time** to manage change.

take + care 22.1 hits per million

1. And **take care** around sharp sheet metal!
2. The accuracy department is **taken care** of.
3. Creative destruction **took care** of those businesses.
4. But lot many retired employees are not **taken care** here.
5. All **care** is **taken** to retain files.
6. **Take** special **care** of those ruby slippers.
7. The noblemen **took** great **care** in organizing feasts.

take + away 2.28 hits per million

1. They were both beaten up before being **taken away**.
2. The sound of breath being **taken away**.
3. He **took away** my thirst for alcohol.
4. Then the personal bankruptcy **took away** my plastic.
5. Your swinging leg then completely **takes away** his support.
6. It just means **taking away** his command.
7. But the cruel death **took away** my loving brothers.

Figure 7: Collocations in context

Source: English Corpus for SKELL

Conclusion

All in all, discovery learning leads students to deeper understanding and deeper learning. The inquiry part of the method creates an engaging learning environment and the active involvement of the students results in knowledge retention. Students enhance their higher-order thinking skills and teamwork skills. Corpus enables learners to explore the language in an authentic context. Thus, corpus-based discovery learning facilitates effective language acquisition.

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The Role of Memory in Learning

Nino Zaalishvili*

Abstract

The research aims to analyze fundamental components of memory in the learning process and information preservation in the brain. Through the papers will be scrutinized cognitive load theory (CLT), short-and long-term memory, information processing model and instructional strategies for effective learning. Students' experiences, challenges and solutions will be analyzed and discussed through the papers. Moreover, the research will explore the effect of learning on students' memories.

Key words: Memory; Learning; Students.

Introduction

The study paper refers to ensure memory's role in learning. Furthermore, students' experience and teaching style effectiveness. Research questions are about: teaching types at Georgian universities, low concentration reasons during lectures, students' lifestyle and memory's role in learning. The cognitive structure of learning and memory is complex. Historically, in 1890 William James differentiated memory subcomponents along a temporal dimension of duration short versus long term memory – STM versus LTM, since then researchers have proposed that short term and long term memories are dependent on different neural substrates (Holt, 1952).

Analyzing the role of memory in the learning process at Higher Educational Institutions in Georgia is vital for improving the quality of education. The paper aims to research how the human mind takes information, organizes and stores it during the learning process.

Moreover, the paper explores instructional strategies for effective learning and behavior management.

Problem Statement: The problem statement of the research is - students have low concentration during lectures, studying materials are easily forgotten. It is caused by several reasons: teaching technique, low motivation, not healthy lifestyle.

Goal Statement: The goal of the research is to analyze what are low concentration reasons and simply forgetting studying materials.

Research Questions

1. What are teaching types at Georgian universities?
2. What is the low concentration reason?
3. Is students' lifestyle healthy enough?
4. What is memory's role in the learning process?

Hypothesis: The hypothesis of the research is that teaching materials do not seem to be effective enough at Georgian universities and students' lifestyle is not healthy enough at the same time.

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Literature Review

What is the difference between short-term and long-term memory? Within the case of short-term memory – it is the storage of a small amount of information kept in mind for a short period of time, nearly 20-30 seconds. Short-term memory can hold seven items at once, but fortunately, there are strategies for lasting information longer: read out materials aloud, or visualization effects, however, any new information that enters short-term memory quickly displaces old information. In the case of long-term memory, it refers to store information for a long period of time – several days or as long as many decades. Long-term memory is split into explicit and implicit memories, explicit memory is accessible in consciousness while implicit is mostly unconscious (Cowan, 2008).

Short-term and long-term memory plays an essential role in memorizing information processes, but it is important how information processes to students during lectures. In step with Cognitive Load Theory (CLT) which was developed by an Australian educational psychologist John Sweller, during the training process information must be held in our working memory until it sufficiently passes into long-term memory (Sweller, 2011).

It is noteworthy how the human mind takes information, organizes and stores it. In line with Information Processing Model, there are three stages: encoding - collecting and representing information; storage - holding information; retrieval – obtaining information when needed (Torgesen, 1996).

There are instructional strategies for effective learning in order information to proceed in long-term memory. Visualization – displaying photos, audio clips, videos, classroom experiments during lectures, cooperative teaching - encouraging students to work together, technology in the classroom – interactive whiteboards or devices, behavior management – to guide students' behavior during lectures (Moore, 2015).

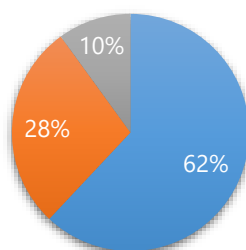
Methodology and Data Analysis

For the aim of examining the study in more detail, a quantitative method was used. The online survey was sent to thirty junior and senior students from the faculties of biology and tourism administration, one public and one private university. So as to research deeply the issues, and students to be sincere, the research was anonymous.

The case study enables and to examine the data through detailed analysis.

Figure 1

What type of lectures do you have?

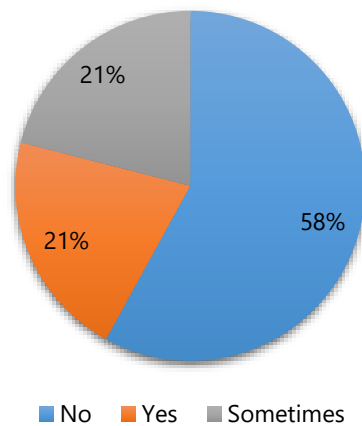


- Listening to lecturer
- Presentations, audio clips, videos and classroom experiments
- Presentations

According to the survey, 62% of the respondents only listen to the lecturer, 28% have presentations, audio clips, videos, and classroom experiments at lectures, while 10% of them have only presentations during lectures. Based on this result, mostly students only listen to lectures, without visual and audio support.

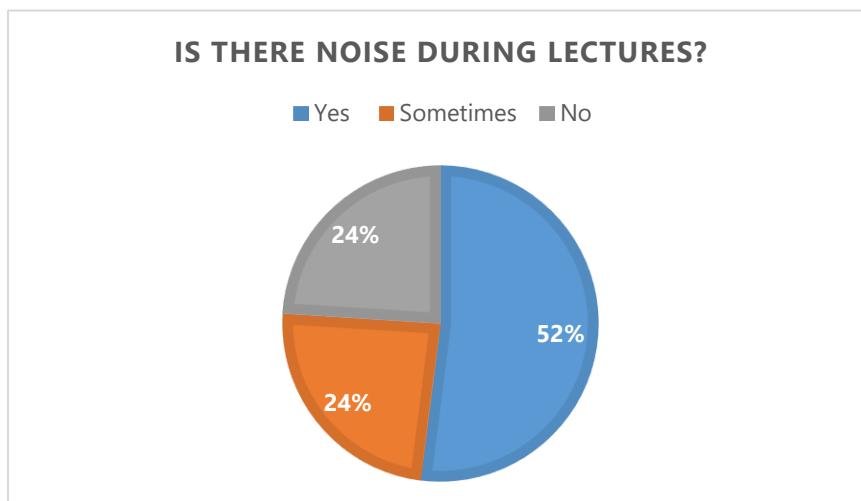
Figure 2

Do you read out materials aloud during lectures?

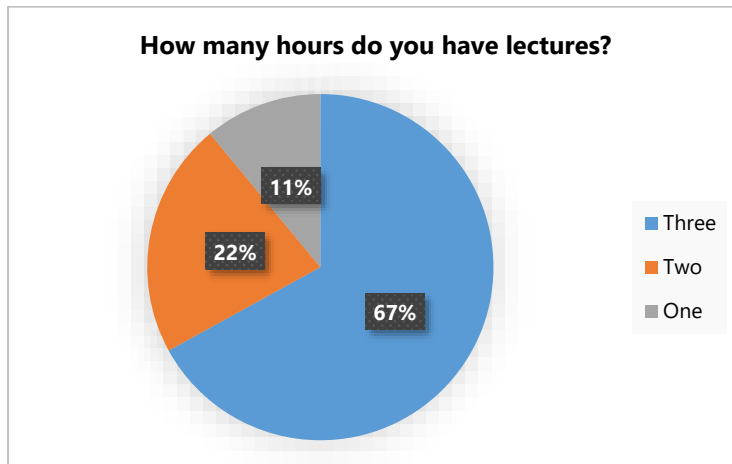
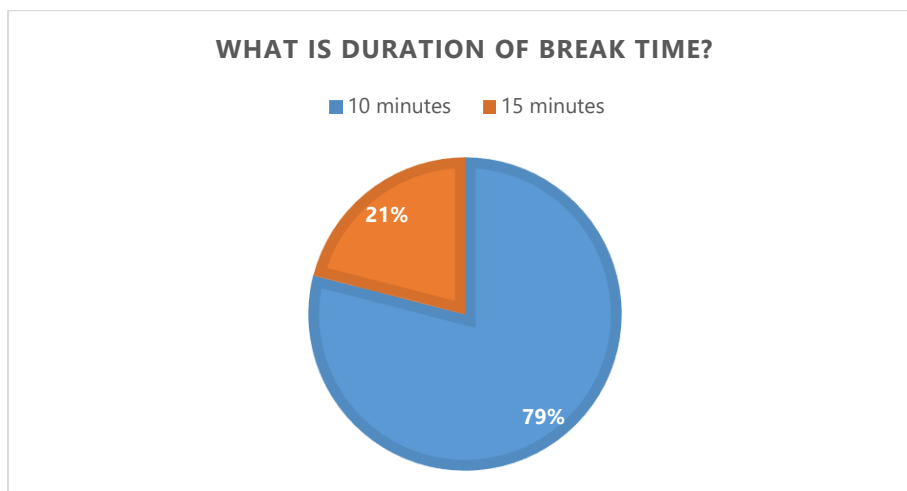


58% of the respondents answered positively to the question whether they read aloud during lectures, 21% answered 'no' and 21% - sometimes.

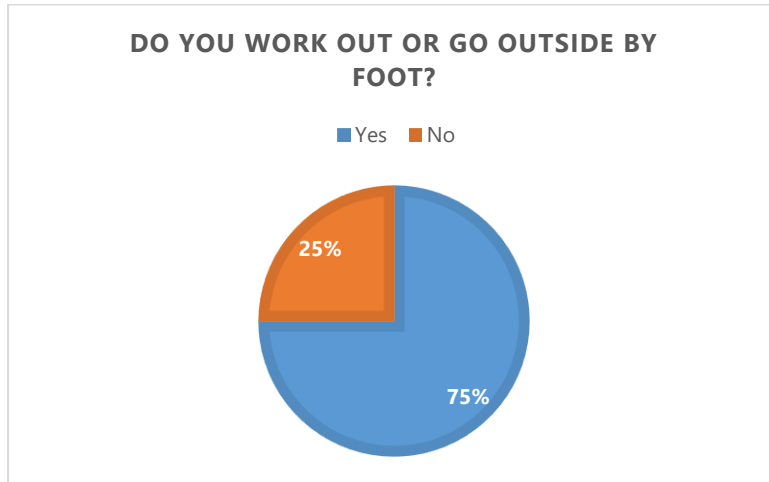
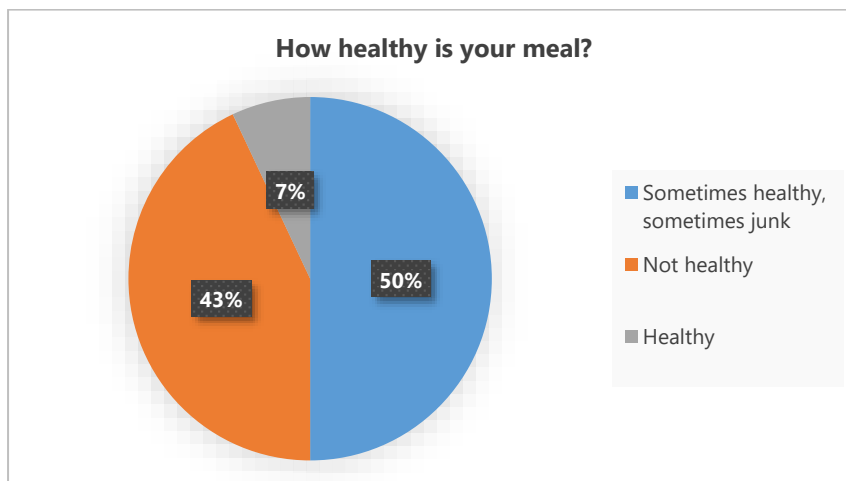
Figure 3



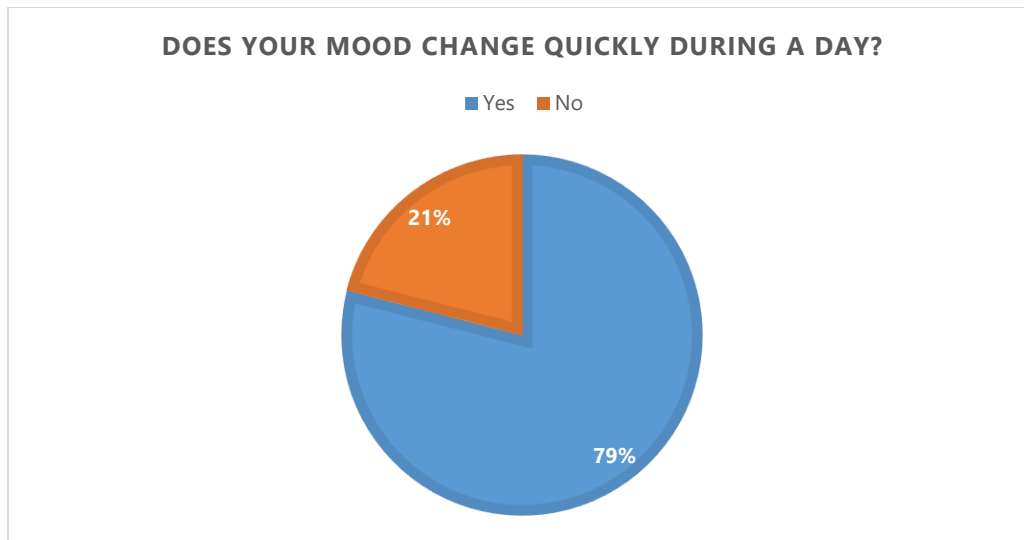
According to Figure 3, mostly there is noise during the lectures, which has a negative effect on concentration.

Figure 4

Figure 5


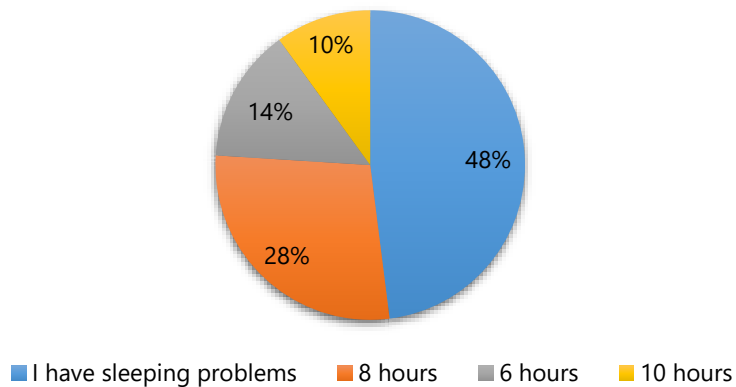
Based on Figures 4 and 5, mostly there are three hours lectures with ten minutes break between them, which is not effective for concentration.

Figure 6

Figure 7


Based on Figures 6 and 7, most students' lifestyle is not healthy enough, they neither work out regularly nor have healthy meals, which has a negative effect on memory.

Figure 8

Figure 9

How many hours do you sleep per night?



According to figures 8 and 9, 48% of respondents have sleeping problems, thus their mood changes very quickly during the day. It is impossible for a person who has not slept well to be concentrated during a lecture, and at the same time the mood is changeable. All the above aspects have negative effect on memory.

Conclusion and Recommendations

62% of students only paying attention to lectures, without visual effects, which is not an efficient strategy for memorizing studying materials. In most cases, there is noise during lectures and students do not read out materials aloud. At the same time lectures are held for three hours with only ten minutes break, which can cause low concentration. Besides that students' lifestyle is not

healthy enough – no regular workouts or healthy meals, at the same time 48% of students have sleeping problems, which has a negative effect on memory.

Recommendations

- Visual effects should be used during lectures;
- Studying materials should be read aloud during lectures;
- There should be minimal noise during lectures;
- Break time should be increase;
- A healthy menu should be added at university canteens;
- Universities should have psychologists who will communicate with students.

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Dominance of the Target Culture in EFL Textbooks: Hegemony or a Need for Cultural Literacy

Ömer Gökhan Ulum*

Abstract

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

Keywords: hegemony; ideology; cultural hegemony; English hegemony; textbooks

Introduction

English is the most extensively utilized language all over the world today (Altbach, 2007; Yano, 2001). As a result of its expansion, beginning with the colonization period and going on with the political, economic and military power of the U.S.A., English has been globally employed for diverse aims in the fields of technology, science, education, trade, and tourism (Park & Wee, 2013; Pennycook, 2007). Further, people throughout the world keep learning English to reach various goals (Kramsch, 2001; Morris, 2001). Additionally, English has turned to be employed extensively to aid the global markets of business, communication, entertainment, aviation, diplomacy and the internet (Park, 2011). Though, almost every country in the world has accepted the status of English without any criticism, the rising hegemony of English keeps fostering neocolonialism by developing the already dominant and moving the disadvantaged more behind, a tragedy that requires much more attention (Guo & Beckett, 2007). Gramsci's conception of ideology as an organic link connecting structure and superstructure is essential to comprehend hegemony (Woolcock, 1985). The dominance of a group, within a Gramscian perspective, refers to the hegemony of a social class over others by imposing its peculiar way of approaching people, so that its unique ideology is perceived as the common sense (Bieler & Morton, 2004). Accordingly, the governed class indigenizes the beliefs of the dictating group by modeling it, though it is not naturally interested in the dictating group (Tietze & Dick, 2013). The hegemony concept has been used in various fields (Alatas, 2000). Although English is the initial formative ground for hegemonic practices (Anderson, 2003), an extensive compromise as to the practice and expansion of it as the undisputed lingua franca is a fact (Crystal, 2003; Tietze & Dick, 2013). Scientists have recently debated such issues as hegemony (Tsuda, 2008), cultural imperialism (Rezaeifard & Chalak, 2017), language ideology (Latupeirissa, Laksana, Artawa, & Sosiowati, 2019), and lingua franca (Mauranen, 2018) which are stemmed from English language (Ulum & Köksal, 2019). Accordingly, they propose that the power of English, fostered by its instruction, has generated and kept societal and cultural injustice in which more reserves are assigned to English compared to other languages (Kaharuddin, 2019). Thus, those speaking English are more advantageous than those that cannot (Pennycook, 1994; Phillipson,

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1992; Kachru, 1997; Tollefson, 1991). Further, when we look at the issue from the eastern context, from the Japanese context for instance, the ideology of English has been extensively discussed by the researchers criticizing foreign language imperialism (Kubota, 1998; Nakamura, 1989; Oishi, 1990; Tsuda, 1996). The association between language and culture has always been a great concern for EFL teachers (Imai, Kanero, & Masuda, 2016). The function of the target culture in second language learning has been a subject of swift change during the history of language instruction (Niyozova, 2017). EFL practitioners' perceptions have shown fluctuations for and against containing culture in foreign language education (Canale, 2016). The initial decades of the 20th century have witnessed intensive debates on the significance of including cultural elements in foreign language instruction (Rajagopalan, 2004). Further, the emergence of Communicative Language Teaching in the late 70s represents a pivotal change for teaching culture, a paradigm change from emphasizing structure and form to a variety of approaches (Pulverness, 2003). Besides, the consistency of the association between foreign language education and teaching target culture has been supported by Byram (1997) and Kramsch (2001) particularly over the last decade. Therefore, whoever involved in foreign language instruction has begun to perceive the twisted association between language and culture (Pulverness, 2004). Moreover, it has also been pointed out that without referring to culture, teaching a foreign language is imprecise or partial (Shaules, 2019). For EFL learners, English makes no sense if they do not know anything about the English native speakers or the countries where English is spoken (McConachy, 2017). Learning a language means more than acquiring lexicon or syntax (Kim, 2020). Bada (2000) emphasizes the significance of cultural literacy in EFL classes and adds that such literacy stems from the fact that EFL learners, not experiencing cultural compounds of the society in question, may face difficulty in interacting with native speakers. Culture forms a unique part of every human being and it strongly binds people with each other (Atkinson, 2016). Just like language, culture is an abstract concept and these two terms are firmly associated (Srivastava & Goldberg, 2017). Moreover, language is a tool to regenerate culture (Gelman, & Roberts, 2017). By acquiring the language, the learners also acquire the culture of the target language, thus, they become aware of the cultural norms, values, and traditions practiced in the society where English is used (Byram & Wagner, 2018). However, whether these cultural norms, values, and traditions affect the learners or not is the question emerges (Asgari, 2011). Regarding the mentioned aspects of the association between culture and language, this study inquires the perceptions of EFL students on the hegemonic practices contained in EFL textbooks, and to see whether it is a need for cultural literacy or hegemony to include target culture in EFL learning. The following research question was formed accordingly:

- How do students perceive hegemonic practices in EFL textbooks?

Methodology

Creswell (2003) suggests that there are simply three research designs as quantitative, qualitative, mixed methods research designs. Researchers employing a quantitative design mainly utilize surveys and experiments; gather data by means of particular instruments and use statistical data. The development of knowledge emerges in a more examining style in the post-positivist epistemology, just like in cause and effect correlation. On the contrary, the qualitative research bolsters research standing on constructivist view or participatory point of views, just like in phenomenologies, narratives, ethnographies, or case studies.

Phenomenology is the study of structures of knowledge as produced through the first-person perspective. Phenomenology is a philosophic research approach, and its main principle is that the simplest human truths are attained solely through inner world, and that humans are integral to the environment (Flood, 2010). Phenomenological practices are based on formative of sensitive practice, deriving from the pathic power of phenomenological views. Pathic awareness consists of the sense and sensuality of our functional actions while interacting with other individuals in that we are responsive to the environment. Further, phenomenological practices refer to an ethical corrective of the technological and calculative modalities of daily life. Phenomenology finds its origin and stimulus in practical phenomenologies of reading and writing in which we can encounter

relations between who we are and how we act (Dowling, 2007). This study is based on descriptive phenomenology as it employs the participatory point of views of informants.

Data Collection

The data for the study were collected from prep-class Turkish EFL students studying at two state universities in Turkey. The students in the study were selected from the most convenient and accessible schools. The sample consisted of 109 informants who voluntarily participated in the study. The data of the study were collected by means of interview questions which were formed by the researchers through reviewing the related literature and asking the views of the experts from the related field. The data sets were analyzed by using SPSS (24.00), a Statistical Program for Social Sciences. The informants were using the EFL textbooks Touchstone Level 1 Student's Book and Touchstone Level 2 Student's Book.

Findings and Results

This section contains the percentage of culture the students desire to see in their EFL textbooks, their perspectives on why target culture should be more in EFL textbooks, why source culture should be more in EFL textbooks, and the students' perspectives on why other cultures should be more in EFL textbooks. The related frequencies, percentages, and numbers are given accordingly.

Table 1 *The Percentage of Culture the Students Desire to See in their EFL Textbooks*

Cultural Components	N	%
Target Culture	109	44.31
Source Culture	109	37.41
Other Cultures	109	18.28
Total	109	100.00

As can be observed from the table, most of the participants (44.31%) desire to see the target culture in their textbooks. Further, while 37.41% of the participants want the source culture to be included in their textbooks, a mere 18.28% of them suggest other cultures. Samples representing the views of the participants are given below:

- I would like to see American and British cultures in my EFL textbooks as we learn English.
- I would like to see Turkish culture in my EFL textbooks as we are Turks.
- I would like to see various local cultures in my EFL textbooks in order to broaden my worldview.

Table 2 *Students' Perspectives on why Target Culture should be more in EFL Textbooks*

Codes	Keywords	f	%	N
Target Culture	To better learn the language	68	68.00	73
	Already familiar with our own culture	15	15.00	
	Curiosity of English-American Culture	9	9.00	
	Being a global language	8	8.00	
Total		100	100.00	73

In terms of why the target culture should be more in EFL textbooks, the table clearly represents that most of the participants (68.00%) suggest *to better learn the language*, while the rest of the respondents declare the following reasons: *already familiar with our own culture* (15.00%); *curiosity of English and American cultures* (9.00%); and *being a global language* (8.00%). Sample sentences from the remarks of students are represented below:

- If we want to learn English language more, we should be imposed to English culture.
- Since we already know Turkish culture, we should learn more about English and American cultures.
- I have always been curious about the western culture, particularly American culture.
- As English is a global language, we should learn English culture.

Table 3 *Students' Perspectives on why Source Culture should be more in EFL Textbooks**

Codes	Keywords	f	%	N
Source Culture	Ease learning a new language	45	41.28	80
	Should be more dominant	35	32.11	
	Curiosity of my own culture	11	10.09	
	Not to lose own national identity	10	9.17	
	To better express my own culture	5	4.59	
	Already unaware of my own culture	3	2.76	
Total		109	100.00	80

Regarding why the source culture should be more in EFL textbooks, it is easily comprehended from the table that majority of the participants (41.28%) indicate *ease learning a new language*, while the rest of the respondents declare the following reasons: *ease learning a new language* (41.28%); *should be more dominant* (32.11%); *curiosity of my own culture* (10.09%); *not to lose own national identity* (9.17%); *to better express my own culture* (4.59%); and *already unaware of my own culture* (2.76%). Samples from the remarks of students are given below:

- Being imposed to Turkish culture eases learning English language as I am already familiar with my own culture.
- Turkish culture should be more dominant in the EFL textbooks as we are Turkish.
- I am always curious about Turkish culture.
- I always want to see Turkish culture in the textbooks, as I don't want to lose my national identity.
- If I encounter Turkish culture more, I express it sufficiently.
- As I don't know much about Turkish culture, I want to see it more in my EFL textbooks.

Table 4 *Students' Perspectives on why Other Cultures should be more in EFL Textbooks**

Codes	Keywords	f	%	N
	Beneficial to learn diverse cultures	28	38.35	
	Develop worldview	23	31.51	

Other Cultures	Curiosity of other cultures	16	21.92	73
	English language includes all cultures	4	5.48	
	To interact with other cultures	2	2.74	
Total		73	100.00	73

As to why other cultures should be more in EFL textbooks, it is clearly observed from the table that a number of the respondents (38.35%) suggest *beneficial to learn diverse cultures*, while another group (31.51%) state *develop world knowledge*. Besides, the rest of the respondents indicate the following reasons: *curiosity of other cultures* (21.92%); *English language includes all cultures* (5.48%); and *to interact with other cultures* (2.74%). Some remarks of respondents are represented below:

- It is beneficial to learn various cultures because we can easily understand people from other cultures.
- Learning different cultures develop our worldview and we can be more successful by developing our cultural intelligence.
- I have always been curious about diverse cultures and tried to learn more about them.
- English language being a lingua-franca covers all cultures.
- Interacting with diverse cultures is important in learning English because it is a universal language.

Discussion and Conclusion

In their study, Abdollahzadeh and Baniasad (2010) inquired the ideological components existing in the globally written EFL textbooks which are extensively utilized in Iran. Accordingly, they examined the related conceptions of both EFL learners and teachers. Further, they carried out a content analysis to find out ideological components ingrained in the EFL textbooks: Spectrum and True to Life English Series. They concluded that the EFL textbooks represented specific ideologies and related cultural ingredients. Hegemony of English was found to be the most dominant ideology in the analyzed textbooks. They also found out that the learners represented diverse conceptions towards English, both negative and positive attitudes. Lastly, language teachers' consciousness towards English hegemony was found to be available, although they were not concerned with raising the related awareness in classroom activities. In a similar vein, the present study inquired the perceptions of the students towards English hegemony represented in EFL textbooks and discovered both positive and negative views accordingly. However, tendency towards the inclusion of the target culture was more prominent. Further, in his research paper, Gómez Rodríguez (2015) examined the cultural compounds in EFL textbooks. He tried to figure out whether the examined textbooks contain compounds of deep or surface culture and found that the textbooks include solely congratulatory and static facets of surface culture and exclude complex cultural forms. Thus, how instructors can refer to the deep-rooted dimensions of culture that may support English learners was indicated to generate more intercultural competence. The present study refers to the related issue by focusing on the learners attitudes towards the same issue in EFL learning. Moreover, in her study, Su (2016) investigated cultural and linguistic issues related to English as a lingua franca. Thus, she examined intercultural characteristics presented in EFL textbooks used in Taiwan. She discovered that EFL textbooks promote the hegemony of British and American English as the unique acceptable standard forms. Additionally, the US and the UK are given much more space in terms of images and stereotypes. Besides, famous figures represented in these textbooks are mostly from the UK, the US, and Europe. In our own study, what the users of EFL textbooks think about the inclusion of such ideological and hegemonic elements has been examined. Furthermore, in their study, Xiong and Qian (2012) investigated the ideology of English language in the textbooks utilized in China. Thus, they carried out critical discourse analysis and found out clues on representation of the English history and shallow sociolinguistic definitions, which may

be related to an Anglo-centric language ideology. Therefore, they proposed a multicultural perspective on curriculum development. In a similar vein, in the current study, the perceptions of the users of EFL textbooks on the related issue have been inquired. Besides, in their study, Safari and Razmjoo (2016) inquired the views of Iranian EFL teachers on the hegemony of English and found out that though EFL teachers perceive globalization as inescapable, they represent a counter-hegemonic stance. Further, they proposed a number of anti-hegemonic practices to de-colonize the power of the West who marginalizes the other nations. In the present study, although the majority of the respondents are positive towards the inclusion of the culture of the target language, there is also another group in favor of ending the hegemony of English. On the other hand, in his study, Thomas (2017) inquired the portrayal of non-westerners in the EFL textbooks used in Norway. He critically inquired these textbooks using a framework based on postcolonial dimension and found out a steady pattern in which portrayals of characters from non-western contexts tap into topoi of Orientalism (Thomas, 2017). However, the present study deals with the issue in terms of how the users from non-western backgrounds perceive such compounds.

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English Language Integrated Studies across Socio-Cultural Background**Rusudan Gogokhia*****Abstract**

At the current stage of development of the theory and practice of teaching English and other international organizations in the United Nations, as well as international organizations around the world, issues related to the integrated teaching of language and culture are given priority, as teaching English is not just a simple transfer of linguistic knowledge, to develop the skills needed to communicate in this language, which is closely related to socio-cultural knowledge, without which it is impossible to form communication competence in English. Linguistics is completely imbued with cultural-historical content. Language is the basis and product of culture, because for human the world is presented through the prism of the language, history and culture of the people. Language is a means of transmitting information and cultural values accumulated by one generation to another. The aim of teaching English, in addition to the transfer of linguistic knowledge, is to develop the communication skills necessary for successful integration into the cultural, economic and political space of the Council of Europe, which is closely linked to the background knowledge possessed by the language trainer. The practical purpose of teaching English is to be able to express or communicate freely in that language. Learning English in the context of the history and culture of the country has both social, pedagogical and psychological, as well as educational load and value. As a result of studying the English language in the field of culture and linguistics, the motivation to master the language is significantly increased, because "law of interest" is about the history, culture, art, morals, customs, traditions, etiquette, daily life and their political views of the people who speak this language, because mastering the language is the process of "discovering" the country and people – ethnos. The process of education, which includes the acquisition of knowledge and the acquisition of social and cultural values, is carried out through language.

Key words: integrated teaching, socio-cultural knowledge, cultural-historical content, communication skills.

Introduction

One of the necessary preconditions for free integration in the political-economic and cultural space and full realization of one's personal capabilities is the implementation of successful communication, which depends not only on language skills, but also on understanding and respecting different mentalities, traditions, values, historical and cultural contexts. At the current stage of development of the theory and practice of teaching English and other international organizations in the United Nations, as well as international organizations around the world, issues related to the integrated teaching of language and culture are given priority, as teaching English is not just a simple transfer of linguistic knowledge. To develop the skills needed to communicate in this language, which is closely related to ethno-socio-cultural knowledge, without which it is impossible to form communication competence in English.

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Literature review

Language can make people share culture. Language itself is an important part of culture and a necessary condition for its existence. Language not only reflects but also creates reality. Linguistics is completely imbued with cultural-historical content. Language is the basis and product of culture, because for man the world is presented through the prism of the language, history and culture of the people. Culture and history are realized primarily in language. Language is means of creating, storing and developing them. With the help of language, objectively existing creations of people, separate social groups, material and spiritual culture of the ethnos are created, which are reflected and established in the language, its vocabulary and etymology (Kaatrakoski, Littlejohn, & Hood, 2016).

Linguistic signs can most accurately reflect the cultural-national mentality of its carriers. Culture and history are taught not separately, but through facts reflected in the language, which give some information about the country of the language to be studied.

Language is means of transmitting information and cultural values accumulated by one generation to another. The study of linguistic units that most clearly reflect the national characteristics of the culture of the language-creating peoples: realities, connotative vocabulary, background vocabulary, lingo-culturology, and geography are a leading task.

The aim of teaching English, in addition to the transfer of linguistic knowledge, is to develop the communication skills necessary for successful integration into the cultural, economic and political space of the Council of Europe, which is closely linked to the background knowledge possessed by the language trainer. Such knowledge implies knowledge of the geography, history, literature, art and cultural facts of the country to be studied. This explains the introduction of the English-language ethno-language and socio-cultural component in the language curricular of higher education institutions, on the basis of which students will develop knowledge of the country's traditions, culture and learn about the general human achievements of civilization in the language of study. The cultural and patriotic value of the events, the universal awareness and the orientation to the modern reality, are the most important criteria for teaching English (Mårtensson & Roxå, 2016).

The practical purpose of teaching English is to be able to speak or communicate freely in that language. In modern linguistics, communication is understood not only as the use of a language system, but also as a social activity. Communication is essential for people to be able to understand each other and unite their efforts to achieve a common goal. Communication - is the purposeful exchange of thoughts and information within the framework of human social activity. The addressee strives for the addressee to be able to understand him/her and thus fulfill the main purpose of the communication - to convey information (Englund, Olofsson, & Price, 2016).

Learning English in the context of the history and culture of the country has both social, pedagogical and psychological, as well as educational load and value. Familiarity with the culture of the country to be studied reveals the way of life of its people, the cultural values of the country, historical facts, national peculiarities of geography, politics and economy. In the process of teaching, it should also be taken into account that the word is simultaneously a lingo-semiotic unit, the meaning of which is fixed as a result of agreement beyond a given phonetic complex in the carrier consciousness of this language. Therefore, special importance was acquired by the linguistic units that are represented in the aspect of linguistics, because they can give us a certain amount of background knowledge, i.e. Historical and cultural information on the morals, customs, religion, rituals, humor, traditions and art of the country of study. Providing such knowledge helps the student to master the elements of English language culture, increase his/her intellectual and general education level, stimulate the student's interest and create a positive attitude towards English and the people who speak this language. Socio-cultural background knowledge facilitates the management of interpersonal relationships, promotes the development of the student's mentality in a foreign language and the enrichment of his spiritual

world. The process of education, which includes the acquisition of knowledge and the acquisition of social and cultural values, is carried out through language (Van Schalkwyk, Leibowitz, Herman, & Farmer, 2015).

The problem of the relationship between language, culture and ethnos is not new. Adequate perception of the interlocutor's speech and understanding of the original texts, access to that background knowledge, possessed by members of a certain linguistic and ethnic community is the main goal of ensuring intercultural relations. Participation in this process requires communicative competence - knowledge of communicative behavior. In modern linguistics, communication competence is referred to as linguistic; Knowledge of linguistic material, as well as the ability to organize verbal communication taking into account the communicative purpose of expression and social norms of behavior. The communicative approach focuses on the development of skills by the language learner in the practical use of living language in real speech situations and not on the manipulation of linguistic means (Zhu & Engels, 2014).

Such approach leads to the formation of a socially active individual who is aware of cultural diversity, has a sense of language and is able to collaborate with citizens with other linguistic and cultural identities. In this aspect, the role of English language teaching is changing. It should meet modern, common European-recognized standards, students' interests, needs and be relevant to their peers' experience in the country of study language. In the age of information technology, all learning resources for finding and processing linguistic-ethno-socio-cultural information from various sources in a cognitive-pragmatic way must be available, effective use and constant updating of knowledge. Based on the acquired knowledge, the student should be able to correctly analyze the situation in the context of English-speaking socio-cultural peculiarities, identify and take into account the factors contributing to successful orientation in different environments, determine the need for further study or its future activities.

Conclusion

As much as any tradition is inextricably linked with language, mass is expressed and conditioned, so much so that the object and source of culture is language itself, as the embodiment of the human cognitive means. Indeed, language is inseparable from thought and society. Without language, it is impossible to establish human relationships. Everything related to man finds its reflection in language. Consequently, language appears to be a necessary attribute of human cognitive-cognitive and intellectual-speech behavior.

As a result of studying the English language in the field of culture and linguistics, the motivation to master the language is significantly increased, because the so-called the 'law of interest' is about the history, culture, art, morals, customs, traditions, etiquette, daily life and their political views of the people who speak this language, because mastering the language is the process of "discovering" the country and the people - the ethnos. The acquisition of English in close connection with the culture and history of the country of study is relevant at any stage of learning. People of different ages are always interested in the life, morals, traditions, daily life, and leisure of their peers living abroad. Based on the socio-cultural component of English language teaching, the student acquires knowledge about the history and reality of the country of language to be studied. The history and civilization of the country to be studied contributes to the formation and strengthening of students' communication skills, as the socio-cultural component of teaching has a huge potential for involving people in cultural dialogue. Focusing on the peculiarities of English-speaking culture will allow students to express their attitudes, express assessments, draw parallels with their own and foreign cultural environments.

After mastering the interdisciplinary and cross-cultural communication competencies of English as a language of international status, it is possible to integrate a person freely into the cultural, economic and political-social space of the world civilization and to succeed in a competitive employment environment.

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Shakespearean Allusions in Joan Rowling's Harry Potter Series**Salome Bubuteishvili*****Abstract**

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

Key words: *Harry Potter, allusion, Rowling, Shakespeare*

1. Introduction

Allusion is an essential literary element in understanding Harry Potter, in fact, Groves believes that it is Rowling's reading that created the series "Harry Potter is inspired by Rowling's own reading... Rowling brings her own loved literary places, her own reading, and the allusive and symbolic techniques of the literary tradition she loves, to her own literary creation" (Groves, 2017 p. 148). The following paper explores Shakespearean allusions in the series. They are divided into two main groups. The first deals with references to themes and symbols from "A Midsummer Night's Dream" and "Macbeth". The second deals with the similarities with Shakespearean characters. The study proves that both types function to build up, reinforce and emphasize Rowling's position and point of view. The main focus of the paper is to analyze the allusions in a way that the relationship between the literary texts and the series becomes evident, hence "Close Reading" was chosen as a research method. The method focuses on precise details of a text to understand its meaning or form more clearly and it is particularly helpful when working on parallels and allusion.

2. Literature review

At this stage there are only few works dedicated to the study of allusions in Harry Potter. Particularly interesting for the study is Groves' (2017) work, which explores in depth the issue of allusions in novels and shows how Harry Potter enters into a dialogue with the Western literary canon. In finding and understanding Shakespearean parallels, in addition to Groves, articles were reviewed. Crane (1964) talks about the Shakespearean comedies and their specifics, especially the implicit criticism that Rowling refers to. Compagnoni (2016) talks about the acclaimed critical view on the prophecy in "Macbeth" upon which Rowling draws when she builds up her prophecy in the novel. Smith (2016), Jamieson (2019) and Hebron's (2016) articles were important in understanding Prospero's character and then relating his traits to Dumbledore's. Furthermore, Rowling's interviews were particularly valuable in analyzing several allusions.

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The following works of Shakespeare and Joan Rowling respectively are used as empirical literature sources: "A Midsummer Night's Dream", "Macbeth", "Much Ado About Nothing", "Henry IV, part I", "The Tempest", "Harry Potter and The Chamber of Secrets", "Harry Potter and The Prisoner of Azkaban", "Harry Potter and The Goblet of Fire", "Harry Potter and The Order of the Phoenix", "Harry Potter and the Half-blood Prince".

3. Discussion

It is widely acknowledged that Shakespearean comedies are much more than just entertainment for the audience. It perfectly blends comic and tragic, fun and serious. In Shakespeare's comedies, criticism for the public is always beyond words, it is implicit, the playwright does not try to preach or teach the audience (Crane, 1964 p. 70). Like Shakespeare, Rowling makes extensive use of the comic element, and in this way often covertly leads the reader to more serious part of the subject. What entertains the reader at first glance suddenly acquires a heavy and critical aspect.

To illustrate the point, Groves (2017) indicates to one of the funniest episodes in "Harry Potter", where Ginny sends a "singing Valentine" to Harry with the help of Lockhart's relentless dwarf. Harry, embarrassed, has to listen to the musical Valentine's message in front of the first-year students and Malfoy:

"His eyes are as green as a fresh pickled toad,

His hair is as dark as a blackboard.

I wish he was mine, he's really divine,

The hero who conquered the Dark Lord." (Rowling, 2014a. pg. 252)

Ginny's musical message is the so-called Blazon, poetic genre. It is characterized by praising and celebrating various parts of a woman's body by comparing them with objects or events metaphorically (Preminger & Brogan, 1993, pp. 141-142). Rowling's love poem is ridiculous. It is deliberately done so, thus sarcastically scorns bland poetry, meanwhile Harry's eyes "as green as a fresh pickled toad" are direct allusion to Thisbe's comic mourning over Pyramus' death in "A Midsummer Night's Dream":

"These lily lips,

This cherry nose,

These yellow cowslip cheeks

Are gone, are gone.

Lovers, make moan;

His eyes were green as leeks. "(Shakespeare, 2003 p. 138)

It is worth noting that the blazon was mostly written by men, although here the conventions of the genre are neglected and the "author" of both texts are women. Once again, it has been made fun of. This breaking of the conventional framework reveals the authors' ironic attitude towards a particular poetic genre.

On the other hand, it is essential to observe the context in order to see behind that which is comic. In the act five, Shakespeare uses the literary method "play within a play": the craftsmen of the city dedicate a performance for a wedding celebration to Theseus and Hippolyta. It is a famous tragic love story of Thisbe and Pyramus from Ovid's "Metamorphoses" to which Shakespeare

gives a comic look. Its performers are ordinary Athenians trying to please the duke, but their dull performance is the subject of ridicule by the aristocracy:

“DEMETRIUS No die, but an ace for him; for he is but one.

LYSANDER Less than an ace, man; for he is dead, he is nothing.

THESEUS With the help of a surgeon he might yet recover, and yet prove
an ass.

HIPPOLYTA How chance Moonshine is gone before Thisbe comes back

and finds her lover?” (Shakespeare 2003, p.137).

This whole scene shows relationship between the ruler and the subordinate. The abused of these two is always the second, (Groves, 2017 p. 80) although we must highlight the irony behind the mocking attitude of the Athenian lords. They do not understand how their stories are entangled with the scene played before them: Egeus controls her daughter's life just as Thisbe's is under the authority of her family; Hermia, Lysander, Demetrius, and Helena also face a deadly threat in the woods, be they animals, fairies, or the characters themselves. However, Shakespeare averts that danger, and the story has a happy ending. The reader/audience experiences the connection better and the pathetic scene played by the craftsman is not simply amusing any more. Just like the episode in "A Midsummer Night's Dream", Ginny Weasley has "double the audience". Her singing Valentine becomes a laugh for first-years and provokes a bitter comment from Draco Malfoy: "I don't think Potter liked your Valentine much!" (Rowling, 2014a, p. 253). By this point the reader is already aware that Ginny, childish, but is yet madly in love with Harry Potter and this jeer evokes some empathy for the character.

Looking at the whole cycle taken in retrospect, Ginny has to go a long way to overcome the influence of a god like figure of Potter. Her childish obsession with the boy grows into rational love only after she learns to compose herself in Harry's company, after she starts noticing others, becoming convinced in her own abilities (she comes up with the name of "Dumbledore's Army", becomes its outstanding member and a Quidditch player, transforms into a distinguished young witch and most importantly becomes friend to Harry). Once she has gone through all this, her passion for Harry is reciprocated. Rowling herself talks about the importance of Ginny's self-realization from the childish obsession: "the plan was... that the reader, like Harry, would gradually discover Ginny as pretty much the ideal girl for Harry. She's tough, not in an unpleasant way, but she's gutsy. He needs to be with someone who can stand the demands of being with Harry Potter, because he's a scary boyfriend in a lot of ways... But, I felt ...— initially, she's terrified by his image. I mean, he's a bit of a rock god to her when she sees him first... and he's this famous boy. So Ginny had to go through a journey as well... And I feel that Ginny and Harry, in this book, they are total equals. ("Harry Potter and the Deathly Hallows") They are worthy of each other. They've both gone through a big emotional journey, and they've really got over a lot of delusions..." (Rowling, 2005). Considering all this the "Valentine's Episode" evokes even more empathy in the reader, and the funny becomes something more serious to contemplate upon.

The play relates to Harry Potter with another important passage, the essence of which lies in the abuse of power (Groves 2017, pp. 91, 92). The hysteria with the flower and changing love triangles is paralleled with Ron being enchanted by love potion in "The Half-blood Prince". In the corresponding sections of both texts we can recognize the scorning of blind love that shifts suddenly as a result of infatuation. Lysander in love with Hermia, swears his life to Helena, while Ron been in a heated relationship with Lavender Brown, rejects the girl and rushes to see Romilda. Such a comic fuss cannot merely be explained away by the rapid change of the lovers' feelings, it refers to the relation of love and the abuse of power. In addition, Oberon enchants Titania, the queen of the fairies, in order to take her servant, he deliberately uses the flower for his own whims. The fact that Titania, awakened from her sleep at the end of the play, is shocked and disgusted by the engagement with Bottom, points to Oberon's excessive

use of power. (It is noteworthy that both of them are guilty of spreading plague, infertility and disease on the land, thus another reference to power abuse).

With Rowling the comic situation quite promptly changes into tragic. Ron is poisoned soon after the incident, which almost claimed the character's life. More noteworthy, however, is that the author prepares her reader to detrimental properties of Amortentia ((most powerful love potion (Rowling, 2014b, p. 155)). Merope uses the love potion to enchant Tom Riddle Sr. Like Oberon, She, as a magician, abuses power and makes the Muggle fall in love with her. The fruit of this "love" is Tom Riddle Jr., who later becomes Lord Voldemort. After some time, Merope realizing that this infatuation is a complete lie, unrequited love, frees Tom Riddle Sr. from the clutches of the poison. The man, shocked and disgusted, abandons the pregnant woman. Later, taken by grief and depression, Dumbledore suggested that she simply gave up magic and might gradually have lost her abilities as a witch. Merope dies in a shelter shortly after the birth of Lord Voldemort (Rowling, 2014b, p. 218).

Thus, the thematic references mentioned above to "A Midsummer Night's Dream" supports and enhances Rowling's position. The author, like Shakespeare, uses a stark contrast between comic and the serious to highlight the dilemma of power abuse in society. Ginny Weasley's innocent "Singing Valentine" episode is paralleled with Shakespeare's "play within a play" which creates a similar effect. Readers, unlike the pure-blood Draco Malfoy, are sympathetic to Ginny. With passages of Love Potion, Rowling shows us what it can be like to satisfy selfish desires. If all the characters with Shakespeare escape the danger, with Rowling this is not so. Moreover, it might be the basis of great evil: "It was a symbolic way of showing that he came from a loveless union - but of course, everything would have changed if Merope had survived and raised him and loved him" (Rowling, 2007a).

It is interesting that in "Harry Potter", besides the classics, we encounter the so-called "auto-allusions". One of these refers to "Macbeth". Rowling loves playing with in-text references. The technique allows her connect the first book to the second, second to the third, and so on. The author makes references to important and sometimes even vital elements in each of the books. In "The Philosopher's Stone", Hagrid mentions that Hogwarts is the safest place on earth, but the school is on the verge of closing due to a dangerous monster in "The Chamber of Secrets". In the second book, Harry and Ron crash their car into the "Whomping Willow" which is an important element of "The Prisoner of Azkaban". Lupin was taken there during the full moon before turning into a werewolf, and it is there that Harry meets Sirius Black for the first time. Quidditch World Cup is mentioned in the third book when Harry first sees "Firebolt" the broomstick. This is the location where the "Death Eaters" first appear in the following book. In "The Goblet of Fire" we meet a music band "The Weird Sisters", which is not merely a small, humorous allusion to Macbeth, but also leads to more subtle allusion that Rowling calls "the Macbeth idea" revealed in "The Order of the Phoenix". In the fifth book, Snape mocks Harry for his poor performance in the science of potions, and ironically in "The Half-Blood Prince" Potter is even better than Hermione in the subject. In the sixth book, Dumbledore asks Harry to carry the Invisibility cloak with him at all times, and eventually, as we come to know, it is one of the "Deathly Hallows".

Harry Potter reminiscences "the weird sisters" with humor, this is simply a name for the music band. "The Weird Sisters... were all extremely hairy and dressed in black robes that had been artfully ripped and torn." (Rowling, 2014c, p. 354). Shakespeare uses name "the weird sisters" several times in relation to the witches, and when Banquo first sees them, he does not understand the sex of the strange creatures: "you should be women, and yet your beards forbid me to interpret" (Shakespeare, 1993, p. 10). Likewise, the vagueness of the sex is notable in Harry Potter. Although biologically excessive hair may be more common in men than in women, the gender of the "sisters" is nowhere mentioned in "Potter".

Unlike the comic allusion to very non-Macbethian witches, a more subtle reference lies with Rowling's interpretation of the prophecy in Macbeth. The main theme of "The Order of the Phoenix" is a prophecy, around which the events in the novel unfold: *"The one with the power to vanquish the Dark Lord approaches. . . . born to those who have thrice defied him, born as the seventh month dies . . . and the Dark Lord will mark him as his equal, but he will have power the Dark Lord knows not . . . and either*

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must die at the hand of the other for neither can live while the other survives. . . ." (Rowling, 2014d. p. 774). This is the reason for the death of Harry's parents and the lifetime struggle for the boy. This passage is a direct echo of the witches' prophecies hailing Macbeth as a king. It says nothing of the ways it would transpire, but Macbeth himself goes on and executes the foretelling. The witches simply provoked Macbeth to a belief in his power, awakening the evil in him that would lead the protagonist to kill Duncan and establish his tyrannical rule. Such an interpretation of the prophecy is based on a fairly common critical view: "According to several critical interpretations, the Weird Sisters in the play may be seen as springing from Macbeth's inwardness, from that side of his consciousness which is slowly germinating and cannot be reconciled with the image of the valorous general he used to be." (Compagnoni, 2016 p. 43). Rowling seems to agree more with this reading than with the idea that Macbeth's life is governed by fate and calls the prophecy "The Macbeth idea": "But the fact that the prophecy from book five becomes true in the end is because Voldemort and Harry chose to let it come true. Not because it is destined to. The Macbeth idea: the witches tell Macbeth what will happen and he then continues to make it happen" (Rowling, 2007b).

Voldemort, as he has only heard the part of the prophecy, decides to murder Harry, while all the time unaware that by doing so he will "mark him as his equal". His victim may just as well have been Neville Longbottom (born on July 30, Harry - July 31). According to Dumbledore, Voldemort chose Harry because he too was from a half-blooded family. Consequently, the decision to go to the Potters and not to the Longbottoms, becomes a reason for marking the boy with a scar and transferring some of his powers. The scar will be one of the tools Harry uses to survive and eventually defeat the dark lord. Voldemort, like Macbeth, creates his fate. Macbeth by killing McDuff's wife and children becomes the cause of his own death, just as Voldemort by killing Harry's parents.

The prophecy in the series is revealed By Professor Sybill Trelawny the divination teacher whose very first words sound slightly humorous and distrustful to the reader: "My name is Professor Trelawney. You may not have seen me before. I find that descending too often into the hustle and bustle of the main school clouds my Inner Eye... Books can take you only so far in this field..." (Rowling, 2014c. p. 108). The author initially alienated books from divination class, thus creating a conflict between Hermione and Trelawney. Hermione's words and actions become increasingly credible as the cycle progresses, while there is a certain mistrust with Professor Trelawney. McGonagall never conceals her skepticism about her, even Professor Dumbledore considers Sybill to be incompetent. By creating the frame for the prophecy, Rowling emphasizes the absurdity of controlling human destiny by the invisible forces. Dumbledore tells Harry that the prophecy came true only because Voldemort chose to follow the words of Trelawney and he "...himself created his worst enemy, just as tyrants everywhere do!" (Rowling, 2014b. 424).

Thus, the "Macbeth idea" mentioned by Rowling is based on a skeptical reading. Rowling uses her reading of Shakespeare to strengthen her position once again. She is convinced that her favorite play of The Bard embodies the idea of free will, entirely dependent on a human choice: the characters themselves decide whether to become Macbeth and Voldemort.

From this point on we move on to the numerous reflections of Shakespearean characters in the series. First will discuss Hermione who inherits the name and the wits of Queen Hermione, then we will highlight the resemblance of bickering couple Beatrice and Benedick to Ron and Hermione. We will see how Neville like Prince Hal, goes through a transformation before proving his bravery and observe that Dumbledore lacks nothing to equal Prospero in his ways of manipulation.

Hermione's name comes from "The Winter's Tale", but as Rowling says, there are almost no similarities between the characters. The choice of name was due to its rare nature and difficulties with its pronunciation: " *It's a name from Shakespeare. It's in 'A Winter's Tale'... although my Hermione bears very little relation to *that* Hermione, it just seemed the sort of name that a pair of professional dentists, who liked to prove how clever they were ... gave their daughter a nice, unusual name that no-one could pronounce!*" (Rowling, 1999). As stated by Groove (2012), however, the character analogy may even go deeper and could have sprung from Rowling's subconscious.

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Hermione Granger is the smartest and most talented witch of her age. There is no subject the girl cannot succeed in. Both the reader and Harry depend heavily on her explanations. Her knowledge and love for books have often saved Potter from death and the negligence of her position has been followed by hardship. Granger has one of the most brilliant minds in the series, and she might be related to Shakespeare's Hermione in this regard. The queen's intellect is not explicit. Her wit first comes out when she manipulates Polixenes into staying in Sicily with graceful words, like Hermione, convincing Harry to lead the "Dumbledore Army". Belief in the truth could be yet another connecting link between the characters. The Queen strongly expresses her position against Leontes' obsessive jealousy and believes that the truth will be celebrated.

"But thus...

I doubt not, then, but innocence shall make

False accusation blush, and tyranny

Tremble at patience." (Shakespeare, 1998 p. 39)

Rowling's Hermione has trust in the truth just the same. A perfect example of this is the decision she made at the end of "The Half-blood Prince", leaving school and following Harry. Hogwarts and breaking the laws of the magical world, is an incredibly difficult step for her. This is the indication of her courage and ability to fight for her own righteousness (Groves, 2012). Logic is another important trait of personality for Hermione. It is she who first realizes that Basilisk is the inhabitant of the "The Chamber of Secrets", while Harry and Ron have the same information and facts to connect the dots. Shakespeare's Hermione also tries to make Leontes see the logic when she mentions that he himself asked her to establish a closer relationship with Polixenes.

„I lov'd him, as in honour he requir'd;

...with a love even such,

So and no other, as yourself commanded:

Which not to have done, I think had been in me

Both disobedience and ingratitude

To you and toward your friend." (Shakespeare, 1998 p. 40)

Thus, in addition to the explicit allusion that connect Shakespeare and Rowling's Hermione, few other references could have developed from the part of the author's subconscious. To say that Rowling built her protagonist in the footsteps of the English playwright would lack credibility, although her use of wittiness, logic and sense of justice may in part (intentionally or unintentionally) be inherited from Shakespeare's Queen. Hermione is the feminine name for Hermes. Hermes in Greek mythology is the messenger god between divinities and humans, he is also distinguished by wit and eloquence (Gelovani, 2016, p. 811-813). Among readers, books, and characters, Hermione plays a similar role in the series. For the most part, when events in the novel are ambiguous to both the reader and characters, Hermione always sheds the light. See more (Nikko, 2004). In addition, similarities could also be found with Jane Austen's Emma.

Hermione's character relates to Shakespeare's work with another personality trait, she likes to bicker. Her and Ron's relationship is somewhat reminiscent of Beatrice and Benedick's quarrel in the comedy "Much Ado about Nothing". The endless bickering of the characters may at first hide the true nature of their relationship, though in both works the reader gradually realizes that these are repressed feelings of love.

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Hermione is eager to show her superiority over Ron in their very first meeting. She laughs at Weasley's clumsy spell, while Ron, who is left alone with Harry, says he prefers anything to being in the same house as Granger, and this dynamic goes through the entire series:

"Ron,' ...'you are the most insensitive wart I have

ever had the misfortune to meet...'

What's that supposed to mean?' 'What

sort of person cries while someone's kissing them...?'"

"One person can't feel all that at once, they'd explode."

"'Just because you've got the emotional range of a teaspoon doesn't

mean we all have,' said Hermione nastily. "(Rowling, 2014e p. 424-425)

Beatrice, like Hermione, does not miss the chance to ridicule Benedick: "You had musty victual, and he hath holp to eat it. He is a very valiant trencherman; he hath an excellent stomach." (Shakespeare, (a) p.10). The woman relentlessly tries to portray him like a fool in the eyes of others but Benedick does not lag behind in his answer:

"BEATRICE I wonder that you will still be talking, Signior

Benedick, nobody marks you.

BENEDICK What, my dear Lady Disdain! Are you yet living?" (Shakespeare, n.d., a, p.13).

However, the attentive reader cannot miss that the observation Beatrice makes in the scene, in fact, betrays her undivided attention to what the man has to say. Similarly, Hermione always takes notice of Ron: Women, ""...they're easily upset." "And yet," said Hermione, coming out of her reverie, "I doubt you'd find a woman who sulked for half an hour because Madam Rosmerta didn't laugh at their joke about the hag, the Healer, and the Mimbulus mimbletonia." (Rowling, 2014d p. 389).

Thus, Rowling continues the tradition of bickering couple (Shakespeare and Austin) in "Harry Potter" and the reader, who is familiar with such couples, recognizes the romance between Ron and Hermione with ease.

Rowling bolsters the Complex relation of Harry and Neville (Both boys are born at the end of the summer, so the prophecy may apply to both of them.) by bonding them to Shakespeare's Prince Hal (sometimes referred as Harry) and Henry Percy (also referred as Harry). Both pairs are equal in age. King Henry wishes his son to be Percy instead of Hal:

O, that it could be proved

That some night-tripping fairy had exchanged

In cradle-clothes our children where they lay,

And called mine "Percy," his "Plantagenet"!

Then would I have his Harry, and he mine. (Shakespeare, n.d., b, p. 11).

Correspondingly, Neville's grandmother is always unhappy with her grandson's mediocre magical talents, constantly complaining that the boy does not do justice to his name. Neville opens up with Harry about his distress: "my gran... She'd give anything to have you as a grandson..." (Rowling, 2014b p. 116). This interconnection enables Rowling to focus more on Neville's character than on Potter. Neville, like Prince Hal, gradually becomes a true hero who is no less a person than Harry. Prince Hal lives an unrestrained life. He loves to jest, drink and does not shy away from stealing. The king himself is disturbed by his pastime activities

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that do not conform to the lifestyle of direct heir to the throne. By the end of the play, however, prince is transformed into a valiant hero. Especially remarkable is his courage and fairness. Hal knows that Percy is his sworn enemy, but he does not deny his virtues and even publicly praises Hotspur's deeds.

"I do not think a braver gentleman,

More active-valiant, or more valiant-young,

More daring or more bold, is now alive

To grace this latter age with noble deeds." (Shakespeare, n.d., b, p. 193)

No one expects heroism from Neville at the beginning. The boy is not distinguished in the first years of school: he is clumsy, constantly losing his pet, afraid of confrontation with others when bullied. Although, occasionally, his courage and sense of justice come out: for example, in "The Philosopher's Stone" he confronts Harry, Ron, and Hermione for breaking the rules. Neville's transformation begins with the "The Order of the Phoenix" (this is the author's deliberate decision; we learn about the connection between Neville and Harry in the fifth book) if before he would forget the entrance password to Gryffindor's common room, now he helps Harry to get through and the boy confronts Seamus Finnigan to defend Harry; he becomes an outstanding member of "Dumbledore's Army" and fights with his classmates in the Ministry of Magic. However, the writer reinforces the parallel between Neville and Harry in "The Deathly Hallows". The equal value of Rowling's characters also manifests in the last novel of the series. Neville leads and supports seditious Hogwarts students against the "Death Eaters" while Harry tries to destroy the Horcruxes. He does not hesitate from confronting Voldemort. Neville's actions prove that he is just as worthy a hero as Potter, and in Harry's place he would have done the same.

Thus, the allusion to the men in Shakespeare's "Henry IV" allows Rowling to show the reader that Neville is no less of a hero than Harry and Hal's reflection in him empowers the parallel more intently.

Undoubtedly one of the most interesting, complex, and enigmatic characters in Shakespeare's work is Prospero. We can simultaneously observe a variety of personality traits in him such as kindness, ruthlessness, vengeful spirit, and the ability to forgive (Jamieson, 2009). Some critics also believe that Prospero could have been created as a self-portrait of the greatest playwright, he controls all the events in the play just like a playwright who owns the fate of their characters (Smith, 2016). Prospero has certain, acquired magical powers, he also acts as a master of manipulation, and his decisions serve the flawless execution of his plan. Rowling's magus is neither motivated by revenge nor ruthless, but when it comes to manipulation and execution of a plan, it is impossible for the modern reader to not be reminded of Professor Dumbledore. To some extent, he can also be considered a gentle descendant of Prospero says Hebron (2016). The Duke of Milan is obsessed with books, wisdom, science and the study of magic. Being immersed in this passion he isolates himself from the whole world and so the tragedy ensues. Albus Dumbledore is the best student of all time at Hogwarts. His academic achievements and aspiration for knowledge are distinguished at the very beginning of his studies. He is also expected by many to become the Minister for Magic. However, he, like Prospero, is taken away by the idea of "The Greater Good" which will become the cause of a great tragedy – the death of her sister, Ariana. Both characters lose control of their surroundings: Shakespeare points to a poorly managed government, while Rowling indicates to the dangers of ideology. Both characters, however, soon regain control. Prospero uses Ariel summoning a storm to bring his enemies on the island, he baffles all the characters for his own good, manipulates the relationship between Miranda and Ferdinand:

"Prospero Aside. They are both in either's powers. But this swift business

I must uneasy make, lest too light winning Make the prize light." (Shakespeare, n.d., c) p. 45)

Dumbledore similarly controls most of the events in the series. It is his decision that Harry should grow up with the relatives he detests. This allows the wizard to show kindness to Potter when he comes to school, to enchant him and, consequently, to easily manipulate his actions (Theowyn, 2007). From the very beginning Dumbledore maliciously prepares Harry to defeat Voldemort. He follows a brilliant plan, watching how Harry overcomes all the traps laid by the Dark Lord. (He doesn't allow Harry to the knowledge of Prophecy until he thinks it is necessary, using the boy and his friends he literally breaks Sirius Black out of the Azkaban, summons Professor Slughorn into the school to retrieve the information he needs about Horcruxes, etc.).

Another great victim of Dumbledore's manipulation, is Professor Snape. Like Ariel, he is the right hand of a magician. Just as Ariel becomes Prospero's property after setting him free from Cycorax, Snape's services are changed from Voldemort's to Dumbledore. The man's agony after Lily's death is conveniently used by the Hogwarts Headmaster to accomplish his plan flawlessly. He turns Snape into a double agent and instructs him to reveal to Harry, in due time, that the boy was being trained as a "slaughter pig". By planning his own death Dumbledore perfects his manipulative schemes and in doing so chooses to sacrifice Snape's soul, instead of Draco Malfoy's. Prospero eventually frees Ariel, but Snape falls victim to Dumbledore's plan. He probably equals Prospero in cruelty with relation to Snape. His goal was never revenge, his brilliant mind, his belief in kindness and love play a pivotal role in defeating Voldemort, though his manipulation has indeed cost Severus Snape his life.

Thus, we can clearly see the reflections of Prospero in Dumbledore. Prospero's magic affects all the characters more or less, but Shakespeare offers a happy ending where Prospero rejects his own powers. Dumbledore has no luxury of refusing. Without his plan everything in the wizarding world is doomed. He has a great responsibility and his actions have consequences - Severus Snape.

4. Conclusion and Recommendations

Rowling, like Shakespeare, blends comic and tragic elements. The contrast helps the author draw the reader's attention to the dangers of power abuse. "The Macbeth Idea" allows her to emphasize the triumph of free will over the concept of fate. The reminiscences of Shakespearean characters enrich and build up Rowling's characters. The author uses Shakespearean allusions mainly to strengthen her own position and point of view, and consequently the thematic references and character allusions perform a similar function in the series.

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A Narrative Inquiry into Second Career Native Speaker English As A Foreign Language Teachers' Challenges

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Abstract

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

Key words: second career teachers, teaching English abroad, native speakers

1. Introduction

This chapter includes an outline that aims to acquaint the readers with the study. It starts with background information related to the present study. The chapter is then followed by the purpose that shaped this study and the research questions for which this study set out to find answers. Finally, the significance of the study, in other words, its contribution to the field is presented in detail.

According to a recent report published by the Organization for Economic Co-operation and Development (OECD) (2017), teachers usually start teaching in their twenties, but this number has been increasing all around the world. Moreover, the need for qualified teachers is still growing. Ibarra (2002) asserts that people have started switching their careers because of this constant teacher shortage. Allen (2007) suggests that schools try to recruit as many teachers as possible because it is an absolute necessity. Therefore, alternative programs for certificating teachers have gained popularity. Although second career teachers may possess an advantage over first career teachers due to their prior job skills, they still need a considerable amount of training in teaching. They may not know how to transfer these skills into teaching. Additionally, they may not know what it means to be a teacher.

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Although teachers from around the world have different aspirations and conceptions of what it means to be a teacher, there is a common definition for the characteristics of a teacher. Research suggests that individuals are influenced by “cultural and historical factors, but it is also reshaped by the context in which a teacher functions at specific times and in response to particular events” while choosing to become a teacher (MacBeath, 2012, p.9). Kelchtermans (2009) states that the personal framework of teachers is formed by “reflective and meaningful interactions between the individual teacher and the social, cultural and structural working conditions constituting his/her job context(s)” (p. 257).

The current study tackles with how career changers decide to be a teacher, what motivates them, what challenges they face when they first transition into this profession and what challenges they encounter now, and additionally, this study is also examined the role of participants’ background in their teaching practices. This study aims to illuminate the path second career EFL teachers go through and help researchers gain insight into the motivational factors behind their career choice, the challenges they faced, and the effects of their previous job experience on these. The questions below are addressed in this study and their answers are sought out:

1. How do second career EFL instructors construct the stories of their professional journey?

1a. What are the motivational factors that played part in their professional decision making?

1b. What is the role of their background in choosing their career?

1c. What are the challenges they faced during their professional journey?

This study contributes to the literature concerning second career EFL teachers’ challenges and teaching practices by examining their career path. As it was mentioned earlier in this paper, the number of people who change their career is increasing. The current study also contributes to the literature by discovering the reasons behind switching to this profession i.e., their motivation. There is not enough body of research regarding individuals who had a prior career identity (Williams, 2010). Moreover, there are even fewer studies that make use of participation of teachers who are native speakers of English and come from different BA backgrounds in the Turkish context. The current study holds significance in that the data gathered with the research will contribute to the current body of literature by filling this gap.

2. Literature review

In this chapter of the study, the relevant literature is presented, and the findings of the studies conducted on this matter are discussed.

2.1 Second Career EFL Teachers Many countries all around the world suffer from an insufficient number of teachers (OECD, 2009). Finding alternative ways to recruit second-career teachers is gaining importance day by day because traditional teacher programs alone are not enough to meet this demand. While some countries require second-career teachers to complete a traditional teacher education program, in others, second-career teachers often take alternative teacher education programs (ATEPs) to get qualified in teaching over a short period (Tigchelaar, Brouwer, & Vermunt, 2010). According to Eren and Tezel (2010), because of the shortcoming of teachers in the Turkish Education System, the situation has been the same. Turkey has been

facing challenges in recruiting teachers in many areas such as English Language Teaching, Computer, Elementary School, and Special Education, etc.

Turkey has been implementing some solutions to overcome this problem, one of the most common ones is 'Pedagogical Formation Certificate' program led by the cooperation of Ministry of National Education (MONE) and Council of Higher Education Council (CHE). The curriculum of these programs mostly consists of the theoretical framework of teaching practices and it fails to teach the practical aspect (Seferoğlu, 2004). As a result of this situation, a trend to welcome people from other disciplinary backgrounds different from educational sciences has gained popularity to compensate for the need for quality teachers (OECD, 2011).

2.2 Motivations of Second Career Teachers There have been several studies regarding people's motivations to become a teacher. According to Manuel and Hughes (2006, p.20), people desire to be a teacher because of three major reasons: working with young people so that one can contribute to their lives, having a worthwhile relationship with students, and personal contentment. Richardson and Watt (2012, p.187) assert that teachers' motivations include "social influences, positive prior teaching, and learning experiences, perceived teaching abilities, intrinsic value, personal utility values, social utility values and the negative motivation of having chosen teaching as a 'fallback' career".

Similarly, in a study conducted by Bruinsma and Jansen (2010), it was found that intrinsic motives such as attitudes towards the teacher training program and positive pre-service teaching experiences play great roles while choosing teaching as a profession. On the other hand, people with extrinsic adaptive motives spend less time in this job. Another study conducted by Rots, Devos, Vlerick, and Aelterman (2010, p.1620) claims that "initial motivation for teaching, teacher education, integration into teaching, teaching commitment, external influences" can be influential while determining teaching as an occupation. Another study on Canadian and Omani pre-service teachers by Klassen, Al-Dhafri, Betts, and Hannok (2011) revealed that Canadian pre-service teacher participants are more self-motivation driven, while Omani participants are motivated by socio-cultural influences.

On the other hand, several people prefer working on jobs as their second careers. Many teachers work as a second career teacher. Akar (2014) lists some reasons why art and science faculty department of biology graduates opt for teaching. She asserts that major reasons for their teaching choice are limited job opportunities in the field and heavy working conditions, their families' insistence on them to become teachers, their experience of teaching such as contractual teaching or working at private language courses before completing their bachelor's degrees.

In another study by Lee and Mark (2011, p.11), they claimed that intrinsic motivation and morality are the dominant factors of second-career teachers. Also, Chambers (2002, p.212) interviewed ten pre-service and in-service secondary teachers and revealed that two main motivations of second-career teachers are "altruism and perceived personal beliefs". Altruism was found to be a major factor in the body of literature (Serrow, 1993; Laming & Horne, 2013). According to Laming and Horne, altruistic motivations are related to "giving something back to the community" and cooperate with young generations. Furthermore, they claim another type of motivation which is "pragmatic reasons included the need to find a job combined with a belief that teaching would be an acceptable and accessible choice" (p.332).

2.3 Challenges Faced by Second Career Teachers Many studies in the literature put forward some challenges faced by second career teachers. Novak and Knowles (1992) state that after second career teachers make economical and professional sacrifices,

they are faced with the adaptation phase of becoming a teacher in which they are overwhelmed by the realities of a classroom. Aslan (2016) states that second career teachers face challenges such as students' disciplinary problems, getting students motivated, time management, insufficient knowledge about teaching, and anxiety in classroom. Some teachers in the study also state that they overcame some of the challenges through teacher training. Powers (2011) also lists discipline and motivation among the challenges faced by second career teachers. Data Powers gathered suggests that the participants in the study view discipline and lack of motivation as the most overwhelming challenge in their new career.

The data presented by Simmons (2016) put forward themes such as "ability to develop and navigate relationships, organization skills, presentation skills, eagerness to adapt, and content connections" (p. 149). Simmons argues that second career teachers are overwhelmed in keeping up with what is expected of a teacher and students' needs, and his data suggests that second career teachers have a hard time integrating and making use of their first careers into teaching. Similarly, in her study, Varadharajan (2014) describes some of the adjustments that second career teachers have to make during the transition period into teaching. Her data suggest that some teachers have difficulty in drawing upon experiences from their prior work conditions. Second career teachers coming from professions such as flight attendants or engineers stated that there was a big difference in dealing with adults and children.

Moreover, Tigchelaar, Brouwer, and Korthagen (2008) reported that some of the second career teachers in their study had difficulty in adapting their behaviour and competencies such as "managing groups... presentation skills; skills in establishing learning goals and working up to a certain goal with a group; being able to survey a group; being able to empathise with different individuals while working with a whole group; being able to distinguish between pupils; making eye contact deliberately; dealing with lively or sometimes malicious behaviour; using humour in interaction deliberately" since they transitioned from adults to adolescents (p. 1543).

3. Methodology

In this chapter of the study, the methodology of the study and research design are presented, and it is followed by information about the participants and the data collection instruments and data analysis.

3.1. methods

This study employed the principles of narrative inquiry as a qualitative research design in order to understand the experiences of second career native speaker EFL instructors, discover their challenges and reasons for choosing a career in teaching English, and describe their stories. Saldana describes that the goal of narrative as "transforming data as from, by, and/or about participants into literary story format" (p.11). Narrative inquiry allowed the researchers to understand how the participants shape their story of becoming an instructor while specifically focusing on their motivations and challenges they faced. The participants' narratives included their background before becoming an instructor, experiences in teaching, obstacles they had while coping with the profession (discrimination or othering, etc.) if they had any.

3.2. background information

As it is contended by Christians (2005, p.144), two conditions should be met to carry out a qualitative study; the first one is the voluntariness of the participant, and the second one is "full and open information". The participants are given an informed consent form in which they are notified about the purpose of the research, research

conditions, procedure, and timing. To protect the anonymity and confidentiality of the participants, pseudonyms are used in this study, and their identities are not shared with third parties. The participants are also told they can withdraw from the study if they would like to do so.

3.3. participants

The participants of this study are three native speakers of English who hold a BA degree from different disciplines. They have been living in Turkey for a while, and all of them have been teaching English for more than five years (formal and informal). Moreover, they work at the same institution, which is a foundation-based university. These participants were chosen via criterion-sampling. There were two criteria for this selection:

- Formal or informal teaching experience in the English Language for 5 years or more;
- Not being a graduate from the English Language Department (coming from other disciplinary backgrounds unrelated to education and teaching).

Our participants who fulfilled these criteria were Michael, Jim, and Pam, and their demographic information are presented in the next chapter. The participants were informed about the study and their consent was taken to collect the data that were shared by them.

3.4. procedure

Data were collected from semi-structured interviews conducted with three participants. The length of the interviews differed from 25-40 minutes. The questions in the interviews were addressed to discover their path of choosing the teaching career, instances of challenges they faced; moreover, they were also asked to make recommendations for future career changers and this final question enabled them to propose ways to overcome the challenges they encountered. The data gathered through interviews were transcribed and each participant's story was put in a narrative that reflected how they construct their story of becoming an instructor with a focus on motivational factors and challenges they faced. The researchers categorized the transcriptions with regard to predetermined codes in order to better organize the findings in line with the research questions. The findings were then presented in each participants' narrative. Moreover, the participants were also contacted after data analysis procedures to confirm that their stories were reported correctly.

3.5. Results and analysis

In this study, stories of the three participants are told in their own words.

Michael's story

Our most elderly participant, 62-year-old Michael, has begun working at a young age in constructions, farms, restaurants, and even boats. Taking many job opportunities, he even published poetry and short stories until he decided to get a bachelor's degree in English and a minor in theatre at the age of 24. With a full scholarship, he finished his master's and was trained to be an English teacher, as he states the following:

"I focused my studies on literatures, starting with American 20th Century writers such as Michael Steinbeck, and James M. Cain, among others. Then working on examining the realistic and naturalistic novels of writers such as Frank Norris and Emile Zola, and on short story writers such as Michael Cheever and Richard Yates from the point of view of their use of narrative structure and other such conventions. I also focused on Shakespeare, and the Romantic poets. I minored in theatre. I spent one semester in London, and then stayed in Europe for a couple more months... just knocking around from country to country visiting art museums and sleeping in parks and on trains."

Michael's extensive enthusiasm in literature kept growing even after his tertiary education, he went to great lengths to fulfill his desire to see art and study literature and he got his first job in education at the age of 27 as a part-time English composition instructor at a college. During his first years of teaching, he taught large classes on the weekends and still had to work a second job as first a cook at a restaurant for a few years before becoming a full-time newspaper reporter. He then started working in a photo-lab as a photofinisher for a couple of years before becoming a librarian at a college, and later a carpenter before he was in his thirties. Later he took a job as a high school English teacher. He taught children classical novels for one year but since he was not happy with teaching there, he went back to being a carpenter, renovating old buildings. He later worked as a substitute high school teacher in New York and later started teaching prep classes for SAT exams. His career in education started to become more stable when he was offered to be an overseas university professor which he thought was an excellent experience. He was in one of the first group of Americans to teach in Moldova. There, he taught ESL to future language teachers, and American Literature. He then started teaching in the USA focusing on composition, literature, and second language acquisition. He taught English to Russian-speaking refugees in the 90s, as well as tutoring and giving accent reduction.

After a short time of being involved in the movie-making business, he decided to move to Germany and earned a CELTA certificate. After staying in Germany for three months, he went back to the USA to apply for an English language fellowship which allowed him to teach in Russia in cooperation with the Russian Ministry of Education. He gave many seminars and moved around the country. He then went back to the USA and taught writing and ESL at two community colleges.

Finally, a professor friend of his in Turkey contacted him to meet in annual ELF conferences, and then he was asked to start teaching in Ankara, Turkey, where he currently lives.

I never thought I would end up here in Ankara. If you want to hear God laugh, tell him your plans.

When asked about his opinion on his story of becoming an instructor in Ankara, he explains that his story is atypical since he moved around constantly, his teaching was usually not stable, and he never imagined himself ending up as an instructor in Turkey.

I always thought that if I could teach myself a skill, then I could teach it to others... .. I like teaching because each day is different. As I said, I worked many temp jobs, including factory work, and absolute drudgery such as digging ditches or washing pots and pans in a big cafeteria kitchen. All these jobs gave me experiences for my writing, and they paid my rent, but they all taught me that if I could develop my mind, my ability to communicate, I could live better. I could help others. I like helping others.

During all of these transitions, he kept writing and publishing, and some of his short stories were even translated into Russian. Michael believes his motivations stem from helping others; if he could teach himself a skill, he could teach others. Moreover, he describes the nature of socio-cultural reasons behind his choice of career path as a way to make a better life and he was

encouraged by his parents to do so. He believes this way of making a living also supports his writing since being a poet could not be economically fulfilling.

I think my success in Moldova, the way I was treated there under very difficult circumstances... no water, no electricity, no heat in the winter, made me realize that perhaps I brought an energy and an enthusiasm to young people's lives and to the lives of teachers that made them better. I liked thinking this, though it took me a long time to realize any confidence as a teacher.

His earliest memories of teaching illustrate that he learned and grew with experience over time. He also states that, over time, he came to terms with how to approach teaching students, as the following excerpt shows:

...what I remember most was that it came easily to me, as a kind of performance, and I liked it when the students did all the talking. I came to understand that when I explained a concept in a very simple way, using both visual aids and my own language, not sounding like a textbook, the students warmed up to me and listened... I also remember moments of panic, thinking that they should hang on every word I said. Of course, they didn't. The worst teaching experiences I had early on were with high school students. Working with them, I understood just how much of an uncle or brother or babysitter I had to be in the classroom, and that I had to lower my expectations considerably. This doesn't bother me now, but it did in the beginning.

Furthermore, his responses show that seeing that his teaching makes a meaningful change in other's lives is also another motivational factor in choosing this career path. In addition to this factor, when asked about the effect of being a native speaker of English in his teaching, Michael states that rather than him being native, his desire to learn languages affects his teaching. He elaborates as follows:

What makes me better as an English teacher is that I have learned other languages and am currently trying to learn Turkish here in Ankara, just as I learned Romanian and Russian in Moldova. This helps to form a valuable empathy that develops between teacher and student.

When asked about the challenges of being an English instructor in Turkey, Michael states that it is not much different to teach in Turkey than any other country he taught in terms of facing a challenge. One particular challenge he mentions is to adapt and survive which are common for teachers who teach abroad.

As a foreigner to the culture, my challenge is that I must follow for a long time before I can lead or strike out on my own... My first year at TED was about me just following what the students gave me and responding to it. I had to throw out all my ideas and plans and goals... and experiences in order to deal with the faces in front of me. I had to accept the expectations of the culture here, as it is, as it will always be, and then I had to re-shape myself in order to adapt and to survive.

He states that he faced challenges related to discrimination when he was cut out from communication simply because he was an outsider. Moreover, he views not being able to speak Turkish as an advantage to separate himself from work-related issues.

Of course, I've experienced discrimination... ..Many professionals ignored me simply because I was an American. Some were very friendly, however, and I am still in touch with them... .. Regarding Ankara, and Ted, in general, I think it's a blessing for me that I don't understand Turkish well enough to catch all the gossip and backbiting that goes on. I've heard enough of it in my life...

Michael argues that because he periodically quits teaching and focus on other professions, he did not experience any feelings of being burned out from teaching which is a common feeling among teachers.

Jim's Story

Jim, who is a 43-year-old man, was born and raised in Georgia, United States. He holds a bachelor's degree in religion and philosophy and a master's degree in theology. He has an ELS certificate from a college in the United States. He contends "I went through a teacher training practicum, and lots of different courses on just teaching everything. I've taken some extra courses to continue to improve as a teacher". He started teaching English in China right after graduating from college, in which he had some volunteer teaching practices. His first students were first and fourth-grade students (6 years old and 9 years old, respectively).

"In one sense, it wasn't planned when I graduated from college. I went to teach in China, and one reason I went was because I wanted to see what teaching was like, I enjoyed some volunteer teaching experiences that I had in college, and then I had an opportunity to teach for a year in China and see what it was like. So I went and I saw that I did like teaching."

Later, he went back to the U.S.A. to pursue a master's degree in theology. However, he wanted to return to teaching and decided to go back to his second home, China. He taught English at a university this time, to young adults from many different departments. Then, he moved back to the U.S.A. and worked in a job in which he recruited teachers to teach overseas for five years. With a strong desire to teach in his heart, he decided to be in the class as a teacher, not a recruiter. Yes, but where? A friend of Jim's who was living in Turkey suggested to him some universities in Turkey to work in. That sounded nice to our participant, Jim. He thus determined to move to this country in 2017, and he has been teaching in a private university in Turkey.

For his overall motivation to become a teacher, he states that his motivation comes from his faith and passion for teaching, and the desire to help other people.

"I guess my motivation was my faith, my passion for teaching and my interest in hopefully just helping people to learn English"

Jim has taught in different countries and cultures that are different from his home culture. But was there a specific reason for his choices? He asserts that he is interested in diverse cultures.

"I have often been drawn to cultures outside of my home culture in the United States, I'm just I'm a white American. But to be honest, my home culture has always kind of bored me. Like I'm not very intrigued by white American culture. I've always been kind of drawn to different cultures, and so China was definitely different. Turkey is different. So that's part of... I am kind of attracted to that fact".

As a second career instructor, he does not have any problems related to his teaching skills. However, he thinks that sometimes it is difficult to figure out how to get the students to participate more. He also has some suggestions for second-career teachers. He suggests "find good mentors like more experienced people who've been doing it. Watch them, watch good teachers teach. It's a huge, huge benefit". He also emphasizes the significance of preparing well before each class.

Pam's Story

Pam is the youngest career changer in his study. She is 27. She was born in Australia. She can speak English and Turkish. She majored in History and Philosophy. While doing that, she took a course named Introduction to Drama. According to that course's requirements, she had to teach a lesson. That was the moment when she decided that she wanted to be a teacher. However, she had never considered teaching English as a career before.

"I think that it kind of chose me, like it chose me rather than me choosing to become an instructor. I feel like I sort of just fell into it because I didn't, you know, start my education with the intention of becoming a teacher or an instructor. So it's just sort of happened in a very unplanned kind of way."

She could have been an academic, but she decided that she was not cut out to be an academic. She wanted to teach history, but due to some qualification requirements, she was not able to do it. Therefore, she took a CELTA course to get qualified for teaching English. She did not give many reasons for choosing this career, yet she expressed that she liked interacting with different cultures. She states that this might be because of her interest in history. She also added that her being a native speaker of English did not affect her career change. Unlike our two previous participants, Pam started his career as an instructor with no previous professional experience. When she received her certificate, she applied for a job at high school in Ankara. She remembers that she was utterly nervous.

"I was very, very nervous. I mean, I expected the experience to be just like teaching university students because my students were senior high school students. So, their ages were close to the students that I had taught in the introduction to drama class. So, I thought, oh, it'll be very similar. But actually, it was completely different because the atmosphere of a high school and the atmosphere of a university or high school student, even a senior high school student, and a university undergraduate student, I mean, it's like night and day."

She was disappointed in herself because she thought that she did not have enough experience to manage a classroom filled with high school students. Teaching did not turn out to be what she had hoped for. The students she taught English to had behavioral and disciplinary problems. Also, she believed that the administration did not do what they were supposed to do, and they were too lenient towards the students because it was a private school. She wished that she had had more experience back then. However, she does not think that these were country-specific problems, and she thought that her inability to solve these problems stemmed from her lack of experience. She told that one she walked out of a class because she could not take it any longer. She said, "my training was not enough for me to survive in a high school environment." After having worked there for a while, she quit her job to work at a university. To this day, she is still working there. She told that she enjoyed teaching at a university more than she did at the high school. She added that she had become more confident in her judgment and teaching as she gained experience. She claims that because of the maturity level of her students at university, she established rapport more easily, so this boosted her confidence. Her suggestions for the people who are thinking of changing their career were to gain as much experience as possible as well as learning the theories.

3.6. Discussion

Michael, our most elderly participant had a long and rather tangled story of becoming an instructor in Ankara, Turkey. He claimed that his on-and-off working situation in teaching over the years prevented the feeling of burnout. Occupational stress or burnout is a serious threat in education (Zellmer, 2004). Proper time management, setting a work rhythm, and enjoying spare time

pleasures are among the strategies towards preventing burnout (Yong & Yue, 2007). Michael stated that him taking a break from teaching had a positive effect; however, although the constant change of work environment worked out in his favor, it may not be so for everyone. To answer our first research question, Michael's responses showed that he was content about teaching in several countries and he saw the opportunities as a virtue that opened up a door to discover other cultures. Similarly, Jim also stated that exploring other cultures as a motivational factor in choosing to teach abroad since he was drawn to cultures outside of his home culture. Studies show that teaching abroad and internationalization of educational institutions have positive effects on intercultural development (Bodycott & Walker, 2000; Hauerwas & Skawinski, 2016). Culture as a motivational factor was in alignment with the findings of Kartoshkina (2016) who emphasized the role of culture in mobility in education.

Another common motivation among the participants was helping others. Michael's desire to help others by teaching English was one of the reasons for choosing his career path. He associated his development in life with helping others develop themselves. Helping others is one of the most prominent virtues of teaching. In Michael's case, him teaching English to those who needed so that they could improve their life standards gave him satisfaction to pursue his career path. Jim has also experienced a similar feeling that he helped others through teaching, in addition to his faith, and passion. Unlike Jim and Michael, Pam's responses showed that her motivation behind transitioning into teaching was linked to her interest in drama and teaching it. When she tried out giving instructions in drama courses, she realized she wanted to teach and she tried teaching history; however, she ended up teaching English instead.

To answer our second research question, responses related to participants' backgrounds were also analyzed. It was found out that their background was also an influencing factor in their choice of career; Michael's background in writing and literature influenced his teaching in that he became an instructor in the field of language and literature many times during his career and finally chose to be an English language instructor. Pam's interest in history and drama led her to teaching and finally, she chose to teach language. Jim's motivation for helping others through passion and faith led him to teaching English. Moreover, these findings were in alignment with the body of literature which suggests motivational factors such as contributing to young people's lives, personal contentment, and giving back to the community (Richardson & Watt, 2012; Laming & Horne, 2013).

In relation to our third research question; just as any educator, our participants have experienced minor challenges in coping with teaching. Michael's responses showed that in time, he developed his teaching and communication with his students. Cooke and Carr (2014) state that "epistemic virtues may be a defining or necessary feature of good teaching" however, they argue that these features are "not sufficient to foster that wider view of human learning as contributory to human flourishing" alone and they suggest moral, scientific and theoretical reflection for teachers (p. 108). Michael's remarks on his transition to coping while trying to adapt and survive suggest that his troubles were more related to coping with moral.

Jim reported one specific challenge he faced about getting students to participate more. Similarly, Pam reported challenges related to classroom management; however, she stated that her challenges were generally linked with lack of training and experience. As the youngest participant, Pam only had two years of teaching experience. Only training Pam received came from the CELTA program but her concerns with teaching existed from the start of her career when she taught at the high school level. There was also one mention of discrimination by Michael; although he did not state that it affected his teaching or career, it affected his communication with others.

4. Conclusion and Recommendations

The present study investigated the motivational factors of second career English language instructors behind their occupation choices and the challenges they faced during their professional journey. Three participants aged 43, 27, and 62 took place in this study. The participants were interviewed chronologically focusing on their careers before teaching, their first teaching experiences, and their experiences in Turkey. The data were analyzed in the scope of narrative inquiry. The stories of the participants were retold and presented in the previous section. It was found out that our participants' motivation for choosing this career path mostly came from their desire to help other people, exploring other cultures, and their belief, passion, and faith. Our participants reported challenges related to classroom management due to disciplinary problems and getting students to participate in the lesson more. In terms of teaching-related challenges, Michael does not mention any challenges; however, he articulates that he faced discrimination as an American, and also struggled with adaptation from time to time, which emphasizes the importance of an adaptation program that addresses the needs of such instructors. Moreover, it was also found out that participants' background was an influencing factor in their choice of career.

Moreover, our participants were also asked about their suggestions towards future career changers also support the idea of an adaptation program in which candidates can observe experienced teachers. Our participants unanimously suggest observing experienced teachers and considering that some universities implement such practice and care for the adaptation of such instructors, it can be suggested that the existing programs are extended and career changers who teach abroad are trained to be familiarized with the new classroom environment they will encounter when they move abroad.

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Implementation of Online Classes in English for Specific Purposes Course**Sopiko Dumbadze*****Abstract**

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

Key words: e-learning, ESP, outcomes

1. Introduction

Teaching ESP isn't simple as it requires background knowledge of General English and Professional field. Unless these factors a teacher has to provide learners with GE, ESP and some issues from professional field that particularly amplifies the problem. And now, besides all these issues teachers are faced with rather new dilemma that is teaching ESP online. There are always plenty of challenges involved in ESP teaching and pandemic situation worsens it, but for dedicated teachers difficulties are not the barriers but the obstacles to overcome.

The work reviews some ideas connected to ESP and connects them to online learning, analyses pros and cons of e-learning from ESP vision. The research done in the work gives answers to questions that are connected to e-learning perspectives, it's fruitfulness, consequences and results as students see these issues and proper conclusions are made.

2. Literature review

McDonough stated (1984) that ESP has grown from the early 1960's. ESP has started as a separate discipline from the early 1960's and then after that became a part of EFL. Many universities all over the world are developing courses in ESP for every field of life because of globalization of English language and English is need of the day for every field of life for academic and professionals.

Dudley-Evans (1997) introduces the characteristics that ESP is a separate discipline which is useful for making different courses for every field of life. In ESP courses are different from general English because ESP serves situational setting for learners in real life situation. ESP is rapidly used nowadays for designing courses for adult learners to cop up with their professional needs and

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they can freely communicate in real life situations. More often ESP courses use the language and linguistics background knowledge of learners for better and effective learning.

Educational psychology is one more noteworthy point to be highlighted. It focuses on revealing how students learn, involving issues like student outcomes, learner differences like different learning pace, talented and disabled learners and so on. Psychologists who work in this field are interested in how people learn and retain new information.

Psychology gives education the theory of individual differences that every child has different mental abilities and learns with different pace. It is very essential for a teacher to teach his students according to their mental abilities. Educational psychology helps the teacher in doing so (Nezhad & Vahedi, 2011).

Looking to the problem from different angles is an approach that contributes to the process of finding the resolution. In a properly managed online course, even for ESP online course, we can spur the critical thinking better by arranging befitting assignments. Consequently, we can distinguish advantages and disadvantages of online learning. Let's analyse them.

Cons:

- It's time-consuming, especially for ESP teachers;
- Motivation is less in online learners;
- Technical difficulties may occur; (different technological problems or poor internet connection may hamper the learning process).
- Without real communication students feel bored and isolated
- It becomes especially difficult for the first year students.
- It's possible to have students you may never meet.
- Makes students inactive;
- Cheating attempts occur; (students use different strategies to cheat, it's kind of a students psychology to use various ways to survive in a strenuous condition)
- Production stage in ESP appears to be difficult. (from presentation, practice and production stages, production stage seems to be the hardest one as it is absolutely learner centred and not teacher controlled, students engage in activities without the guidance of a teacher).

Pros:

- Accessible at any place and consequently less possibility of absence; (In some cases, convenient as for students for teachers as well. Especially convenient for ESP/ME students who are at sea).
- Easier to share any videos and audios related to the topic, particularly ESP course has plenty of videos and audios, thus learning process may become involving and enthusiastic for students; (Videos and different visual materials can be judiciously used to make the class involving, motivating, but they should not be overwhelming).
- Advantageous to graduate desirable university; (There are a lot of students from regions, online learning gives them possibility to land their dream profession with less expenses and obtaining good ESP).
- Gives opportunity to invite different experts of ESP, plan co-educational classes and make your course gripping. E-learning is a marvellous chance to share experience of leading professionals with your students easily and in an affordable way. As a result, students will be satisfied and will enjoy a long-lasting impression of a course.
- More convenient to include additional materials in ESP and make the course more diverse and comprehensive;
- Favourable for students who work as time can be adjustable;
- Contributing to disabled learners as well.

- Strengthens students psychological state; Lockdown situation triggered the depression among people. Communication is a kind of relief for students who have become vulnerable toward the pandemic situation. E-learning is a means of communication that affects positively on student psychology, e-learning environment enables them to see their group-mates, interact with them and exchange ideas. Even more, after observation it is revealed that there are cases when students who don't feel confident to speak in class dare to speak during online classes, even ESP students as there are plenty of online activities focusing on target vocabulary and their utilization.
- Blended approaches can be more effective and can result better outcomes in ESP.
- Can easily be adapted to any type of learners, consequently educational psychology is apparently involved in e-learning.

An online course gives opportunity to adjust the class to visual and auditory learners even better and simultaneously, it's little bit difficult to engage kinaesthetic learners, but still adjustable. When designing an online course, it's inevitable to meet the needs of a diverse learning audience. It makes your course involving, comprehensive and also meets the favourable learning styles of your students, including kinaesthetic learners (Kato, 2017).

Kinaesthetic students can be involved both in online lessons and home assignments as well. They can be asked to take notes, draw or even perform the association that comes to their mind while working on target vocabulary.

"Asking students to create videos can help encourage kinaesthetic learners to incorporate physical action to the information they are learning. For example, you could ask students to keep a video blog or make videos of themselves performing a task related to the course material". N4 (Kato, 2017). draw sketches or diagrams of what they're learning.

Which stage is harder to work on? Production? It's inefficient to teach lexical elements or terms of ESP without students utilizing them in their own sentences or speeches. Online space seems to be a constraint for various reasons. But students should be enthused to apply newly acquired knowledge through creative activities.

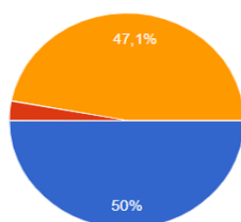
The question is how practical is this everything for ESP learners and the answer is positive, as the course can be modified to include activities underscoring special terminology; all the above mentioned strategies are adjustable to ESP course.

3. Methodology

The work aims to depict the outcomes and efficiency of online learning concerning ESP. Thus, the qualitative and quantitative research has been applied. It reflects participant students' (ESP students of Batumi State Maritime Academy) vision of e-learning and its effectiveness that plays crucial role in advancement of online learning.

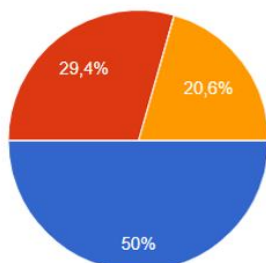
To see all these issues from students' point of view, a questionnaire survey was conducted with 34 students.

1. Can you express yourself more easily through online lessons?
1. Yes 2. No 3. Partially



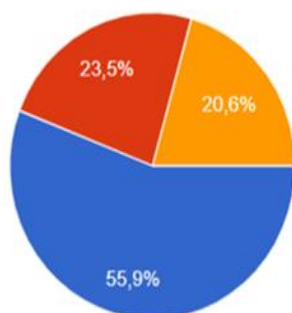
50% answered 'yes' and 47.1 'no'. It means for half of students it is acceptable and can still depict their opinions online, while for others it's a kind of restriction.

2. Is ESP hybrid course acceptable for you if you work?



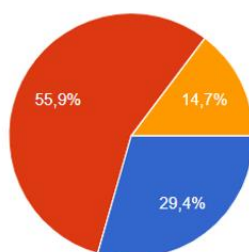
Half of the students agreed that a hybrid course is suitable for them. We can comprehend that in this number are included students who work. 29.4% answered 'no' and 20.6% 'partially'.

3. Do you support that online learning should be abolished after the pandemic is over?



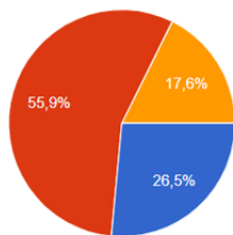
55.9% are for abolishing online course, 23.5% against and 20.6% hesitate%. 55.9% include students who are eager to attend lectures in educational institutions while in 23.5% we can see the students who are in need of online courses for various reasons and in 20.6% potential candidates of online courses.

4. Does online learning restrict you to perceive new materials through different learning styles? (auditory, kinesthetic, visual)



29.4% replied 'yes', 55.9% 'no' and 14.7% 'partially'. Thus, we can guess that online courses are quite adjustable to different type of learners.

5. Looking back to previous terms, do you consider online learning ineffective?



26.5% said that it is ineffective, 55.9% contradicted the idea and thought that it is effective, while 17.6% said 'partially'.

According to the survey we can comprehend that abolishing online learning even after pandemic is over is not reasonable. Point at issue is what is best for students and apparently some of them demand online learning due to various reasons.

4. Conclusion and Recommendations

ESP/ME (Marine English) plays a huge role at our academy as it's inevitable in future seafarers' success and face to face classes are irreplaceable, but taking into account the fact that some undergraduate students are at sea, especially those studying for master's degree, e-learning is a good chance for them to complete the course but with some requirements set for them.

Considering the fact that some leading universities have already been using e-learning for years and have elaborate platforms, I strongly hold that online courses should be available at any higher educational institutions separately or hybrid. Outcome is the extremely debatable side of e-learning, but if the course is designed properly results will be evident. In particular, scant score can be given to online assessment, basically assessment part can be done in the institution several times in a term, especially for ESP/ME students as they go through many job interviews and this method will benefit them.

Integral course can be ideal for students with different needs giving all of them chance to complete it that is evident from the questionnaire. One day a week can be made as e-learning day, e. g. e-learning Friday. Or separate online ESP course should be compiled for students in need.

Mostly people imagine students in a passive state during the online lessons, but it's a debatable point. The only part students may be relatively passive is presentation stage and even at this stage ESP teaching approaches give us possibility to encourage learners to be actively involved. Undoubtedly, it's up to a course designer or to a teacher to make his lessons challenging for different types of learners to engage them. A well-designed ESP e-learning course can motivate learners to become even more engaged with it. A learner-centred approach is vital enabling students to develop. Interactivity helps to grip the learner's interest and provides a means for individual practice and reinforcement.

As e-learning is an emerging field it's difficult to underscore efficiency of its psychological approaches in e-learning process but the last plays the foremost role in having desirable outcomes. It is significant to evoke psychological factor of an individual to make the course more active, enthusiastic and grab students attention from technology to learning materials. And as the survey depicts it is realistic even online, psychological approaches are adaptable to online course and e-learners.

One of the greatest advantages of online education is that students who can't attend class, including people with disabilities or students with full-time jobs, can benefit from it and complete their course timely without educational breaks.

Online courses allow students more diverse experiences. Some ideas may be easier to comprehend when shaped in a realistic video, rather than heard or conveyed in the text. We can easily provide visual version of printed material or texts and enhance the perception of information.

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E-learning environment is a subject of intensive observation yet. While deciding which approach is more fruitful it's essential to note that each situation, each class, each learner is individual and teaching techniques should adjusted to each case. One of the skills ESP teachers need is the ability to assess a situation from a variety of perspectives and then to select and adapt their methodology to match.

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Emotion as a Key to Learning Foreign Languages**Svetlana Stancekova*****Katarina Chvalova******Abstract**

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

Key words: emotions, neurodidactics, foreign language acquisition, learner, neurolinguistics

1. Introduction

Second language acquisition is a process which is influenced by many factors, including cognitive and affective factors, underpinned by the human psyche. This paper aims to investigate emotions which play a crucial part in learning a foreign language. Furthermore, the word emotion comes from a Latin word "motere", i.e. to move and a prefix "e" represents a movement away. Thus, emotion embodies a stimuli for the individual to act in a particular situation, corresponding to a complex poem, which does not have a unified, generally accepted definition. Emotions are spontaneous and evoke psychological reactions, including either positive or negative articulations. Emotions may also be revealed by our physical gestures and expressions. Not only might they be subconscious (indicated by a change of heartrate and/or a change of respiratory pattern), but they are also inseparable parts of an individual and help them to analyse situations related to other people. As a result, Petlak (2020) reminds us of the fact that learners not only fail in their lessons due to the lack of methodological procedures, but also he blames it on the lack of their emotionality in relationships. In addition, attention needs to be drawn to neuropedagogy and neurodidactics, which play a crucial role in the teaching process and clarify the presence of emotions thanks to neurophysiology and its relation to memory systems.

2. Literature review**2.1 Neurosciences**

Notwithstanding other determinants, emotions affect pupils' behaviour and actions, and so also the foreign language learning process. Drawing on the latest approaches in learning neuroscience, emotions move to the forefront, especially in the field of neurodidactics, neuropedagogy and neurolinguistics.

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With the aim of making the teaching of foreign languages more effective, research started focusing on the brain and its internal processes, thus contributing to the rising popularity of neurodidactics in the 21st century. Consequently, in recent decades an enormous boom has been witnessed in the development of modern information technologies that can now monitor and capture brain activity and show non-invasively just how the human brain functions and how human beings learn; this ultimately opens up new research opportunities in the field of foreign language acquisition.

Neurodidactics is investigated by a number of foreign researchers, such as J.P. Sawiński (2005) and A. Karpińska (2006). On the other hand, there are also many Slovak educators such as I. Turek (2011) or E. Petlák (2009) whose research interest is also focused on this field.

Furthermore, Karpińska (2006) states that neurodidactics is an interdisciplinary science aimed at researching human brain functioning and its patterns and learning processes. As a matter of fact, neurolinguistics investigates the mechanisms of speech behaviour and information processing in relation to neurophysiological processes and the anatomy of the nervous system. As a result, researchers need to answer the following questions: Where in the brain is the speech centre located? Which structures of the brain provide functioning of various aspects of speech? In what way is it realized? How are they interconnected?

As neuropedagogy is essentially related to neurodidactics, it is understood by Maršák and Janoušková (2014) as a scientific discipline representing a link for neuroscientific, pedagogic and psychological knowledge. The aforementioned researchers underline the fact that neuropedagogy is a key direction in modern pedagogy science.

To help students acquire a foreign language, teachers need to have an adequate knowledge of brain functioning and capitalize on those skills on a daily basis. Although teachers are not able to influence the brain functioning of their students, understanding the students may contribute to creating more effective and efficient teaching conditions; as a consequence, the teacher is able to adapt his pedagogic activity based on the particular situation, thereby enabling the development of all the learner's skills (Lojová, 2008). On the other hand, not respecting these rules (taking into account brain functioning) may lead to ineffective learning and failure to utilize fully the potential of both the teacher and the learner.

Moreover, research was mostly focused on the brain and its hemispheres with their peculiarities. The left hemisphere is prevalently labelled as being responsible for analytical, logical thinking and plays a dominant role in running speech functions, such as the coding of meaning or verbal production and its adherence to rules. On the other hand, the right brain hemisphere is perceived as mindful, creative and artistic centre, which in terms of language and speech participates in suprasegmental and paralinguistic elements such as voice tone, intonation, tempo and volume. Nowadays, studies retract from such a strict division and as our understanding of both hemispheres deepens, we can assume that the collaboration and links between both hemispheres are even more complicated than previously thought, as it is impossible to assert fully which hemisphere runs which particular area of the brain and to what extent (Lojová, 2008).

Investigation of the human brain should therefore be conducted in greater detail with a focus on its structure and brain-based learning. This trend (brain-based learning) comes from the USA and attracted the research interest arising at the end of the last century. It is underpinned by the teaching and learning approach, where learning should foremost be natural and be based on the results of brain function examination and on the natural learning of the brain. This direction combines the latest observations about the brain and its ability to learn and how those observations are applied in the education process.

Subsequently, Lojová (2008) adds some fundamental observations that are significant to foreign language learning: The brain is capable of constant learning, a lack of which leads to frustration and depression. As it is a parallel and multifunctional processor, while an individual is learning, nerve cells are connecting and creating neuron networks that let us remember and recall acquired subject matter when it is more complicated. Subsequently, brain activity shows a tendency toward meaningful sorting and

organizing of information. The brain also has a predisposition for innate activities that make sense, which results in more effective brain activity. In addition, it has been proven that the brain reduces its activity when it feels in danger and so foreign language learning should be set in a pleasant non-stressful atmosphere without any anxiety. As a result, physical activities improve blood circulation, which boosts their performance. As a matter of a fact, it should be emphasized that every brain is unique and every human being is an individual to whom we need to adapt pedagogic performance (Iermachkova, 2020).

Nowadays, the trend is to adopt modern and innovative methods and components in foreign language teaching. To achieve effective, straightforward and permanent goals in foreign language acquisition, it is therefore important to be aware of the processes that take place in the brain.

Neurodidactics prevalingly puts accent on emotions being perceived differently than it was in the past when they were controlled or suppressed.

On the other hand, emotions should serve to facilitate easier remembering and learning. This is related to how the brain is plastic and according to latest research, it not unchangeable even in adulthood (Maťovčíková, 2014). Moreover, it is flexible and can repeatedly be reprogrammed, meaning it can adapt to new conditions and alter its method of learning.

Although some researchers such as Hruby and Goswami (2011) do not see neurodidactics and neuropedagogy as so significant, they claim these scientific fields are only marginal in fields devoted to education. On the other hand, Cubelli (2009) is sceptical about associations between education and neuroscience that he does not consider direct, but rather as sporadic. Furthermore, Turner (2011) does not see balanced links between neuroscience and pedagogy and Schrag (2011) also asserts the contribution of neuroscience for education, while expressing doubts about its practical usage in pedagogic practice. Even though there has been substantial criticism about neuroscience, it has been assumed that in future the human brain will be examined in relation to memory processes and to brain tasks and functions in the education process.

2.2. Emotions

As there are a number of explanations of the term "emotion", it is not an easy task to define it. All of them concluded that dealing with emotional excitement, changes in the psyche; it can therefore be said that emotion is a mental state referring to emotions that can be positive or negative.

Accordingly, emotions can be divided by the speed they are created and their duration (Kubáni, 2010, Stranovská, 2011):

affectus – intensive, rapid or short

mood – has the same quality as affectus, but lasts longer and is of a lower intensity

passion – represents a strong, deep and long-term state

Moreover, there have been also various classifications, such as Nakonečný (2000), who introduces low and high feelings that are linked with primary needs and emerge from instinctive expression related to the activity of the first signal system (they may be pleasant or unpleasant). On the other hand, higher feelings compared to lower ones are typical only for human beings, as they are related to secondary needs, such as esthetical, ethical, moral, social and legal etc. This classification is also supported by Jurášek and Marman (2016), who also refer to higher feelings as higher emotions, associating them with thinking and learning. While lower ones are related to thinking only to a small extent, higher emotions are always linked to thought concepts.

Emotions play a pivotal role in learning a foreign language as they stimulate brain activities (Petlák & Trníková, 2010). As a result, psycholinguistics aims to investigate the perception of foreign language discourse, emotion processing and behaviour to a foreign

language and culture (Nebeská, 1992, Stranovská, 2011, Höhle, 2012), while two kinds of emotions are present: positive emotions – strengthen endurance and cognitive activity of the learner, e.g. enthusiasm and joy, etc. negative emotions – weaken the learner's activity, affecting him disruptively, e.g. fear, grief, stress etc.

As a result, a teacher should not only know the emotionality of his students, but also be aware of the situation when they communicate without barriers and when they form them. Barriers are often related to the affective filter hindering the learner from receiving the input, while it is the individual's emotions that play a key role in activating this mental block.

According to Du (2009), the affective filter hypothesis was first proposed by Dulay and Burt in 1972 and was incorporated by Krashen as one of his five input hypotheses in 1985. Krashen also explains that despite obtaining comprehensible input, not every individual is capable of acquiring a particular language (Du, 2009). In recent decades, research in this field has confirmed that a variety of affective variables relate to success in second language acquisition as mentioned by Krashen. These variables are linked to the following categories:

- Motivation (people with strong motivation are more emotionally stable)
- Self-confidence (people with strong self-confidence and a good self-image tend to do better in second language acquisition).
- Anxiety (low anxiety appears to be conducive to second language acquisition).

We therefore suppose that those with attitudes who are more conducive to second language acquisition will not only seek and obtain more input but will also have a lower or weaker filter. Thus, they will be more open to the input, and it will strike them deeper (Stevick, 1976). A combination of these three factors: low motivation and self-confidence accompanied by lower anxiety can lead to an increased affective filter and so mental block, which hinders incorporating comprehensible input into the language. Teachers should therefore work with emotions so they can keep the affective filter inactive and contribute to inherent foreign language acquisition in the teaching process. If a foreign language evokes positive emotions in students, foreign language acquisition becomes more effective and lasting; for that reason, working with emotions and training them (strengthening communicative habits) might play an important role in lessons as emotions make students more active and boost their enjoyment of the lesson (Stranovská, 2011).

As has been noted, the role of emotions should not be underestimated in foreign language acquisition; negative emotions such as uncertainty in speech production, frustration from low language proficiency can be linked with a low affective filter; they might also be accompanied by the fact that one finds a particular language too difficult or is anxious about speaking it. Therefore, it is important to work with emotions and try to eliminate them. Accordingly, Hascher (2005) recommends applying certain techniques for overcoming negative feelings: distraction, reassessment of experienced events, praise, social support, comparing with worse situations, resolving a problem, etc. To maintain positive emotions, it is appropriate to bear the following aspects in mind: rewards for positive actions, prosocial behaviour, experiencing positive feelings etc.

In addition to other factors, emotions also indicate a learner's approach to a foreign language and his acquisition. The more positive an attitude is to a purposeful language, the easier and more effective learning is. This demonstrates the importance of trying to keep the affective filter turned off; as Lojová (2008) further emphasizes the fact that a lack of glucose in the brain (emerging from negative emotions) may also negatively affect its cognitive functions. As a result, a teacher should be aware of the fact that emotions and cognition cannot be separated and, as a consequence, effective learning can be enhanced by a positive emotional state. Moreover, Lojová (2008) states that a relaxed atmosphere represents an optimal mental state accompanied by an adequate amount of challenges and risks. As learning should evoke joy, Petlák (2014) claims learning produces the biggest effect when emotions are involved. It has been also proven that learning is not only about remembering certain facts, but also

about experiencing it and so giving emotionality big significance. This idea is underlined in neuropedagogy, which is being perceived as an innovative trend in pedagogy. Consequently, emotions not only alter effectiveness in learning, but also influence the longevity of acquired knowledge. Maťovčíková (2014) also states that neuroscientists claim that the most important in learning is not the brain, but a combination of emotion and thought.

This area also includes anxiety that is perceived as emotion, which slows down and inhibits brain processes and does not properly affect new knowledge acquisition. Consequently, Petlák (2014) claims emotionality is not sufficiently investigated in Slovak schools and calls for further research. Petlák (2014) points to research that proved there is a need for work with emotions (this experiment showed that participants who were given pictures evoking positive emotions not only acquired a presented subject matter much faster, but also answered the questions with greater ease than a learner who had been given pictures evoking negative emotions. Altogether, it can be concluded that learning should be based on positive emotions, as negative emotions have a short-term effect and are not beneficial. This is also supported by Trníková's (2010) neurodidactic viewpoint, which states that positive emotions strengthen the growth of short nerve cells – dendrites. Neurodidactics is therefore underpinned by positive emotions that not only favourably affect long-term memory, but also facilitate learning and so make the teaching process more effective.

Furthermore, there are many reasons why schools lack studies with a focus on emotions; particularly if it is related to emphasis on factuality, trying to master as much content as possible. As a result, emotionalization should be investigated in deeper detail in the teaching process, because education and the upbringing of students are closely linked. In addition, developing the feelings of our students is also important, as each learner has his/her emotions accompanying them in learning and therefore they need to be taken into account. For this reason, teachers should create an environment that supports emotional well-being among their students without any fear or stress, so each learner may be able to express his/her emotions; such an atmosphere would also enable the verbalization of their emotions and so cooperation in forming an effective learning environment. Teachers should therefore be aware of their own emotions as they need to know how to work with their students, while being able to work with their emotions would help them estimate to what extent emotions can affect the learning process. As Trníková (2011, p. 65) notes: Emotions are an important stimulator of brain activity, but they can also be detrimental to this activity and the learning of students.

3. Practical tips and techniques

There are a number of tips and techniques that might help learners with making their mindset positive when learning a language and eliminate their fear and stress, thus making second language acquisition more effective. Many pupils are afraid to speak so as to avoid making an error, or they are not able to find the right words so they can express themselves properly. This is due to their feelings of anxiety, thus leading to the activation of their affective filter, and results in creating a mental block in them, so they are not able to express themselves fluently in the teaching process. Consequently, two methods could be recommended to help learners to handle their negative emotions in learning a second language. One of them is a gentle technique called an emotional freedom technique (EFT), also known as tapping, which has been used for years as a therapy against phobias (Petrasova, 2020). Research has shown that three out of every four people suffer from a public speaking anxiety, which can also be applied to pupils in schools (Furmark, 2002; Pollard & Henderson, 1998). Fear of public speaking affects learners physiologically e. g. dry mouth, increased blood pressure, sweating and irregular breathing as well as to the individual emotionally. As a result they might feel humiliated at the thought of looking foolish or embarrassed. In order to do EFT, learners gently tap on acupressure points with their fingertips, e. g. on their heads and hands as they try to relate it to some statements. As a result, EFT could be implemented in experiential learning as it could contribute to enhancing students' confidence in a foreign language and lower their level of anxiety (Craig, 2011).

Another technique which has become more popular in the last three years is an art-therapy also known as neurographics. It is a method of coaching coined by a Russian psychologist Piskarev (2020) which can be represented in three steps. Firstly, we as

people are representatives of our brain and thus the shapes the individuals draw represent their consciousness and the way they represent the world around them, which can be interpreted on an emotional and cognitive level. Secondly, the final result depicts the way individuals perceive the world around them, thus reflecting deep links between their neural networks. Thirdly, as they transfer their problems to the paper, they learn about their problems, using simple shapes such as circles and triangles. Consequently, this creative method represents a great tool of understanding one's problems and finding the way to solve them without putting a pressure on the individual and helping them to handle their emotions and relieve their stress and tension. Drawing a variety of shapes in terms of neurographic algorithms leads to unblocking the individual's negative feelings, thus removing their fear.

4. Conclusion and Recommendations

The intention of this paper was to get us acquainted with a number of possibilities to result in and maintain the positive atmosphere in the classroom and getting learners to trust their teacher. This can be done through stoking motivation towards the foreign language. Motivated learners feel more eager to learn the second language, thus their success in the foreign language can trigger positive emotions and boost their motivation to learn a foreign language. As such, at the beginning of the lesson it is necessary to set up a positive atmosphere and involve pupils in activities where they feel motivated and fully engaged. At the end of the class, it is recommended to incorporate a number of relaxing activities in order to eliminate stress and tension and keep the positive feelings in each learner. With that, it is recommended to ask students about their feelings and emotions and help them to cope with anxiety and tension before a test, for example by implementing breathing exercises. It should be noted that activating learners and raising their confidence and effectivity in the teaching process can be done in a few minutes. Teachers should not neglect the fact that every learner is unique and needs a differentiated approach. The teacher therefore has a powerful tool in his/her hands, being the only one who can improve emotionality in the classroom incorporating the right methods, thus bettering their feelings and performance in learning the foreign language.

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Questioning Vaccination Discourse in the Press and Social Media**Tamar Lomadze*****Abstract**

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

Keywords: *Vaccine hesitancy, immunization history, scientific literature on immunization, infodemic, Georgian and English corpora, CDA & CL, corpora analysis.*

Introduction

The only thing the whole world has lately been able to focus on is pandemic and everything associated with it. Initial questions we asked ourselves during the Covid-19 outbreak were the following: What can be done to end the pandemic? How quickly will it become possible to create vaccines and immunize people? All our hopes and expectations related to the scientific research, medication, or vaccination. I assume most of the world population had similar feelings. However, what we witness now looks like this: vaccines are available, but the distrust of science is increasing leading to a high level of vaccine hesitancy.

We are bombarded with information. Someone is constantly trying to persuade or dissuade us in something. Infodemic has become one of the biggest problems for the world population. As the World Health Organization (WHO) defines, 'an infodemic is too much information including false or misleading information in digital and physical environments during a disease outbreak. It causes confusion and risk-taking behaviours that can harm health. It also leads to mistrust in health authorities and undermines the public health response. An infodemic can intensify or lengthen outbreaks when people are unsure about what they need to do to protect their health and the health of people around them. With growing digitization – an expansion of social media and internet use – information can spread more rapidly. This can help to more quickly fill information voids but can also amplify harmful messages (WHO, n.d.). The WHO suggests four types of activities to manage good health practices including listening to peoples' concerns and questions, promoting what health experts advise people, helping the community to become resilient to misinformation and encouraging people to take positive actions. This is where our research questions come: What is the connection between pandemic and language? Can linguists do anything to contribute to the fight against this 'monster'?

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The Economist (2021) published an article 'Ten million reasons to vaccinate the world' where they showed their estimate of the death toll from Covid-19. They claim to be telling the true story of the pandemic and warning that 'unless vaccine supplies reach poorer countries, the tragic scenes now unfolding in India risk being repeated elsewhere. Millions more will die'. Their model suggests that covid-19 has already claimed 7.1m-12.7m lives. The Economist's central estimate is that 10m people have died who would otherwise be living'. After this rather harsh introduction, we read the following: 'Ultimately the way to stop this is vaccination'. However, people are still hesitant and not ready to vaccinate.

Even though the medical community is trying to persuade us to vaccinate, most of the public has personal concerns regarding vaccine efficacy and safety that come from not necessarily reliable sources. We may say that most of the arguments sound reasonable and logical that creates another obstacle to take final decision.

The goal of scientists in this situation is to achieve herd immunity leading to the collective well-being. Here some other questions arise: Should we care more about collective rather than individual well-being? How can we deal with so much information? Whom can we trust? What options do we have?

Short Historical Overview of the Vaccination

Vaccination has actively been discussed since 1798 when Edward Jenner created the first vaccine for smallpox. Later, all the other vaccines have been created resulting in almost complete eradication of numerous diseases. We read that despite the evidence of health gains from immunisation programmes, there has always been resistance to vaccines in some groups. The late 1970s and 1980s marked a period of increasing litigation and decreased profitability for vaccine manufacture, which led to a decline in the number of companies producing vaccines. The decline was arrested in part by the implementation of the National Vaccine Injury Compensation programme in the US in 1986 (The Immunization Advisory Centre, 2017).

Twelve years after publishing a landmark study that turned tens of thousands of parents around the world against the measles, mumps, and rubella (MMR) vaccine because of an implied link between vaccinations and autism, The Lancet has retracted the paper.

In a statement published on Feb. 2, the British medical journal said that it is now clear that 'several elements' of a 1998 paper it published by Dr. Andrew Wakefield and his colleagues (Lancet, 1998:351[9103]:637-41) 'are incorrect, contrary to the findings of an earlier investigation (Eggerston, 2010). We can see the legacy of this era even today. Collocation pattern of vaccine and autism still exists. As Biber and Conrad (2005) define, lexical bundle takes place when three or more words reoccur frequently in natural oral or written discourse. Even if the link between vaccines and autism is refuted, they are still seen as patterning together.

Vaccination Literature Review

As we have already mentioned, everyone has access to much information. But is everything worth to be read and to be trusted.

What is more popular and frequently read – scientific articles or online news and social network posts?

Unfortunately, we often forget that it is not enough to read the text. We also must check who the authors are, what are the sources and dates of the publication are also important. Reviewed literature concerning vaccination mainly referred to the following topics:

- *CDA and CL combination to examine the term 'vaccine' in online News Media*
- *Positive bias towards people who vaccinate*
- *Negative bias for those who do not vaccinate*
- *Pigeonholing people according to their positions on vaccination: antivaccinationists, antivaxxers, 'I am not an antivaxxer, but', etc.*

- *Public mistrust to vaccines*
- *Communication strategies and campaigns to persuade people to immunize*
- *Rapid spread of misinformation online*
- *Collocation pattern of vaccine and autism*
- *The role of social media*
- *Contribution and moral responsibility of parents to collective well-being*
- *How people articulate their arguments against and for the vaccination*
- *Corpus-based analyses to provide decision-makers with domain-specific corpus data for further purposes*
- *The data that is recorded on the internet cloud that can be used to analyse human behaviour patterns, habits, communication methods, and so on to further facilitate industrial developments, etc.*

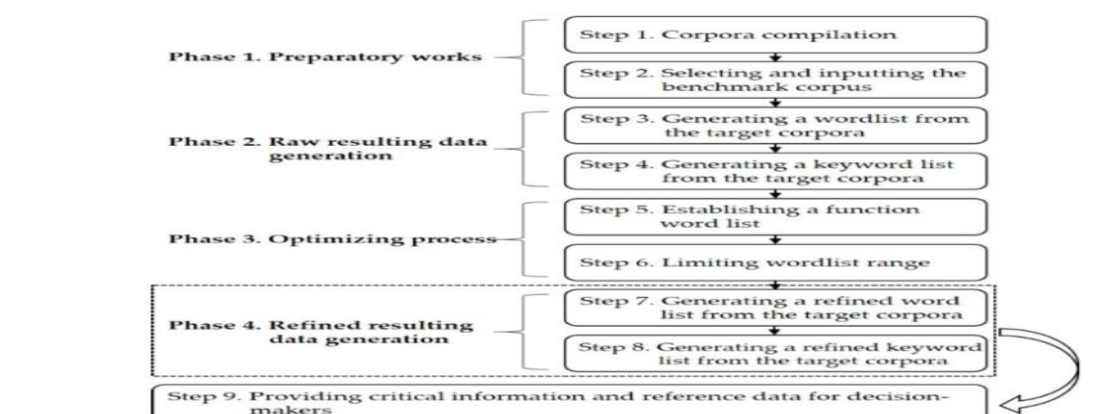
Common problem described in almost every article was vaccination hesitancy. Strategies have been outlined to persuade readers in the importance of vaccination and the role of communication specialists to promote immunization.

The following table represents the refined keyword list from the pandemic corpus that the author compiled soon after the outbreak of the pandemic (Chen, Chang, & Chung, 2020). We can easily detect the most actual topics of that era.

Table 6. An example of the refined keyword list from the target corpora (partial data).

Rank	Freq.	Keyness	Keywords	Rank	Freq.	Keyness	Keywords
1	2425	17,780.87	coronavirus	51	185	1264.35	sickened
2	2225	12,348.46	CHINA	52	203	1253.67	masks
3	1585	10,753.89	virus	53	218	1241.01	flu
4	1076	7620.99	outbreak	54	351	1213.73	democrats
5	1198	5856.95	TRUMP	55	191	1195.39	BOLTON
6	1182	5553.66	cases	56	525	1159.65	united
7	669	4947.36	WUHAN	57	156	1159.64	HUBEI
8	1292	4617.01	health	58	416	1150.17	video
9	2354	3687.51	said	59	245	1146.14	illness
10	1319	3686.49	president	60	259	1122.74	tested
11	566	3595.57	infected	61	372	1111.22	medical
12	502	3491.79	CDC	62	206	1104.42	amid
13	656	3259.14	FOX	63	185	1081.51	respiratory
14	577	3240.89	confirmed	64	220	1072.71	airlines
15	969	3072.41	news	65	221	1063.01	prevention
16	724	2913.26	officials	66	268	1027.51	Thursday
17	445	2783.92	CARLSON	67	189	1018.97	province
18	1936	2672.81	people	68	208	997.57	KOREA
19	573	2588.52	travel	69	318	964.88	hospital
20	666	2556.98	reported	70	515	952.75	public
21	613	2543.76	CHINESE	71	181	952	princess
22	415	2468.07	flights	72	135	948.08	epicenter

The article also presents the scheme that was used in the process of corpus compilation if we regarded it to be extremely efficient and worth taking into consideration while working on our own project:



Current Scientific Projects on Vaccination

The first project that attracted our attention is a new three-year Lancaster University project that will use corpus linguistics as a method to study how vaccinations (including future vaccines for Covid-19) are talked about in the UK press, UK parliamentary

discourse and social media. Through collaborations with governmental and public health partners, the findings are supposed to be used to help address vaccine hesitancy. The fact that the project is funded by the Economic and Social Research Council, part of UK Research and Innovation highlights the role of linguists in the process of immunization promotion campaign. New project aims to improve public health campaigns by examining language around vaccinations. **"The reasons for vaccine hesitancy are complex, but they need to be understood to be addressed effectively,"** says Professor Elena Semino, of Lancaster University, who is leading the project (ESRC Centre, 2020).

The second project that we have reviewed is the **Information Dozen**. The Centre for Countering Digital Hate is a non-for-profit NGO that seeks to disrupt the architecture of online hate and misinformation.

CCDH is seeking to educate the American public about the dangers of the anti-vax industry that is actively interested to undermine the rollout of the COVID vaccine. CCDH attempts to bring science and facts to the forefront and alert the public to the dangerous agenda of anti-vaccine leaders. According to the CCDH report, anti-vaccine activists on Facebook, YouTube, Instagram, and Twitter reach more than 59 million followers. They detected the Disinformation Dozen – 12 anti-vaxxers who play leading roles in spreading digital misinformation about Covid vaccine. They conducted content analysis and published the information about all 12 anti-vaxxers (Disinformation Dozen, 2021).

Research Methodology

As the social constructionism defines, there are numerous perspectives from which language is regarded to be the tool of constructing social reality. Since we are almost always influenced and manipulated by the discourse, it is where CDA plays its role to detect the abuse of power (Berger & Luckmann, 1991). Besides, information selection is a mechanism of social control if people mainly form their opinions based on the information that is provided to them.

According to Kandil (2009, p.16), combination of CDA with CL concentrate on "the implications of lexical choices in the text". This combination will help us to conduct a keyword analysis that will help us to create a quantitative as well as qualitative picture. According to Van Dijk (1988), CDA analysis texts not only textually, but in relevance of the context as well.

To understand what people think and how they frame reality, it is important to consider broader social and historical factors. This paper will use a corpus driven approach in connection with CDA to demonstrate how social media and news in Georgia as well as in English-speaking society represent immunization. Data was drawn from Radio Tavisupleba and the Economist, also, social media comments on the extract of Imedi TV show and BBC discussion.

The paper attempts to demonstrate how lemmas for 'vaccine' are represented in the context, what are the arguments of antivaxxers and counter arguments of the supporters of the vaccination, how are the antivaxxers viewed in the society. We will also try to investigate what are the most common collocations with the lemma 'vaccine'. These types of observations will help us to find out how vaccination is accepted in the society and how important is to run and administer proper communication to promote vaccination. We will also focus on positive and negative vaccine portrayals which most frequently become the creator of vaccine hesitancy.

Corpora analysis

The first mini corpora that we have compiled is the collection of comments on Georgian popular TV show Prime Time extract, in which one of the antivaxxer guests talks about threats of vaccination².

² <https://www.facebook.com/tina.topuria.7>. Accessed on May 20, 2021

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Concordance Hits 97	
Hit	KWIC
1	სერტიფიკატი, რომელიც სამუშაოებს აძლევს ორჯერ
2	მცირე სიხვე, ქვეილი და შეწითლება
3	განვითარებას დაუმდებელ უკეთ ავარჯიშ, რომელი
4	არა, რომ საქართველომ ივლისში დაიწყო სხვადასხვა
5	რევუს? პასუხი: როგორ გამოიწვევს რჩე-
6	დრო" - ანტივადეკუმების წასაღისება თუ დისკუსია
7	უფროსებს ვირუსს, თუ იმით, ვინც
8	დღივას. რომელი ქვერეზშია ნებადართული „სინოფარმის“
9	და სათაურად ციტატა გამოიტანა: „ეს
10	ქვეყანა, რომელმაც ეს გადაწყვეტილება მიიღო.
11	! პასუხი: რა შუაშია, საერთოდ? რომელი
12	, დაბნეული და გაბრაზებული. აწი სიტყვა
13	მზადგოვლ თამარ გაბუნას თქმით, პროტოკოლით
14	, რომელსაც მამა იღებდა, შეუძლებო იყო
15	„ყველა ეს კრიტერიუმი მიესადაგება სხვა
16	ხაზებზე გარდაცვალება არც ყოფილა მათი
17	დაუმტყვს ბავშვების ავრა, თუმცა ბავშვებზე
18	დაბრკოლებების გარეშე შეძლება მისთვის ფაიზერის
19	ფექტზე ლაპარაკობენ ის ქვეყნები, სადაც
20	მოხვედრის შემდეგ „ჯანმო“ მიაწვდის სახელმწიფოებს
21	არმოებული. „სინოფარმის“ 30 დეკემბრის განცხადებით,
22	სადაც იანვრის დასაწყისში დაამტკიცეს „სინოფარმის“
23	ონაწილე მოზარდიდან (12-15 წლის) 1131-ს „ფაიზერის“
24	ლენები შეიძლება ჰქონდეს „სინოფარმის“? „სინოფარმის“
25	ველა ადამიანის ორგანიზმი ინდივიდუალურად რეაგირებს
26	სია თამარს უკვე შეესებოდა დასვდა.
27	ქუთაშე დაამტკიცა ის გადაუდებელი გამოყენებისთვის.
28	ლოში 55 წელს გადაცილებული მოქალაქეების საყოველთაო
29	სიტუაციაში, რომ მოგაწყობთ შოუ და კამათი
30	, რომ საქართველოსთვის მნიშვნელოვანია ის, რომ

Almost the same picture is shown on the concordance graph of the Economist articles demonstrating mostly positive but also negative expectations in relation with the vaccination. See the graph below:

is unclear how much extra supply of	vaccines a waiver could unlock. The complexity of
does not meet the criteria of a	vaccine and does not offer immunity to the
following five requirements to be considered a	vaccine and is by definition a medical \xD2
use Sinopharm is a two jab inactivated	vaccine and its easy storage requirements make it
these bots to locate inoculation centres, book	vaccine appointment Here is a list of some
that this is a safe and effective	vaccine are not qualified. Propaganda is not medical
and claims to reduce symptoms yet double-	vaccinated are now 60% of the patients requiring ER
the idea that the wealthy will get	vaccinated before people like her rankles. Like many
America wants to waive patent protection for	vaccines But it will not have an immediate
stories relating to the pandemic and the	vaccines can be found on ourxCACoronavirus hub.
stories relating to the pandemic and the	vaccines can be found on ourxCACoronavirus hub.
-therapy does not provide immunity and double-	vaccinated can still catch and spread the virus.
retail outlets such as Walmart & drive-through	vaccine centers are not qualified to administer experime
that the state govt will increase the	vaccination centres from 100 to 300 * * * SPORTS
to change laws in order to force	vaccine compliance. This includes mandatory and forced v
g intellectual-property protections, but only for	vaccines. Consensus at thexCawtoxCACould take months
, PM KP Oli called for help with	vaccines, diagnostic equipment and kits, oxygen and crit
Jab how China and RussiaxD5s	vaccine diplomacy could backfire. Alok Jha and Natasha
The Jab WhatxD5s next for	vaccine diplomacy? Our weekly podcast at the sharp
, but the West has lagged behind inxCAC	vaccine diplomacy. What are the risks and rewards?
AD INDIA Arvind Kejriwal demands 2.6 cr COVID-19	vaccine doses, aims to inoculate all Delhi residents
\xCAAndroid. When the government kicked off its	vaccination drive in January, it pledged to jab 181.5
\xCAmay in fact slow down the overall	vaccination drive. Perhaps to avoid creating the percept
firms in Indonesia are starting their own	vaccination effort Younger, wealthier people may get jab
more people receive covid-19 vaccines? PODCASTS	Vaccine equityxD1what does fair distribution look
ne compliance. This includes mandatory and forced	vaccinations. Experimental \xD4updatexD5 shots are plan
fully aware that the use of leaky	vaccines facilitates the emergence of hot (deadlier)stra
ivir * WHO approves China's Sinopharm COVID-19	vaccine for emergency use Sinopharm is a two
led bureaucracy must find and approve alternative	vaccines forxCAGvrxCACAHonesti Basyir, the head of\
that the private sector is siphoning off	vaccines from the national stockpile, the government req

Comments on the BBC discussion “Should the government now promote a policy of no jab, no job? (BBC, 2021)” also turned out to show interesting picture:

Concordance Hits 114

Hit	KWIC
1	to try and scare people into having the vaccine. A vaccine that was so called conjured up
2	trials end 2023 and most jabs are not even vaccines and all the drug companies have immunity from
3	anyone wanna take it!? Let's get the vaccine and get back to our original lives. So,
4	barmy. Is government will pay if someone take vaccine and get bad reactions? Mandatory Vaccination fovaccine and get bad reactions
5	, no job, they might at least get the vaccine and stop them spreading the Covid. Its ridiculous
6	soring anyone and everyone who speaks against the vaccines and the Covid narrative spun by the world'
7	terminally paranoid. I am 100% in support of the vaccine and think everyone should get it who can.
8	" are right yet again then..... I am pro vaccine and work on an Ambulance. But in the
9	for whatever reason (medical excepted) refuse the vaccine are deliberately encouraging the spread & mutatio
10	the say? Did everyone on here forgot those vaccines are experimental???? If you want to be a
11	spoke who said no it's wrong. If vaccines are made mandatory, who's to say in
12	and their rights. People who have refused the vaccine are more likely to end up in hospital
13	free healthcare. People who have not had the vaccine are more likely to be symptomatic and need
14	be a boost to the anti-vaxxers. The vaccines are safe and effective. I've seen hundreds
15	anyone but me. How can anybody say that vaccines are safe? Even the vaccines leaflets indicatate t
16	where the staff are refusing to have the vaccine as it's against their human rights. What
17	and lead to a greater pushback against the vaccine as others fall for it too. The government
18	anyone says anything I'll be having my vaccine as soon as it's available for me
19	if they do not feel comfortable with the vaccine at this point. Short staffing would increase furt
20	. Obviously not bothered as their about to give vaccines away to other countries! It's inevitable to
21	be treated on hospital who has rejected the vaccine based on some medieval religious voodoo When afte
22	why should this be any different for Covid vaccine Be millions more claiming benefits then, I'm
23	who works for them can not have the vaccine because of health issues then that is totally
24	someone got the job because they got the vaccine before someone else? Nature's way of culling
25	they human rights and decided to not have vaccine. Btw if the vaccine works why you have
26	, political power grab. It's not about the vaccine, but about people who can be forced to
27	think it should be forced on people. Pro vaccine, but cannot condone forcing people to take it
28	of choice? I'm all for taking the vaccine, but I don't think it should be
29	local authority services and I was given the vaccine, but under no circumstance I was forced to
30	person's life by refusing to take the vaccine. But all means take the gentle persuasion route

Search Term ☐ Words ☐ Case ☐ Regex ☐ Search Window Size 50

Show Every Nth Row 1

Conclusions and Recommendations:

- Comparison of the Georgian and English mini corpora have shown almost the same fears and concerns of the population in both Georgian and English-speaking society.
- People read and trust social media and layperson opinions more than read scientific articles and listen to doctors.
- Media questions the safety of the vaccination a lot.
- Online media constructs positive picture of those who vaccinate and thus, contribute to herd immunity, while those who are against vaccination are viewed negatively.
- Fear is the phenomenon that requires close attention if it is the determiner of our behaviour.
- Communication strategies of the government should be carefully planned and based on the discourse analysis preferably conducted in collaboration with corpus analysts.

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Comparing Effectiveness of F2F, Hybrid and Online English as a Foreign Language Learning in Higher Education

Natela Doghonadze***Tamari Dolidze******Natia Vasadze*****

Abstract

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

Keywords: EFL; effectiveness; F2F learning, hybrid / blended learning; online learning; digital divide; e-platforms; ICT

Introduction

We all acknowledge that the coronavirus pandemic has caused an unprecedented crisis in all areas of our life. According to United Nations Policy Brief: Education During Covid-19 And Beyond in the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries (UN, 2020) in order to prevent the spread of the virus and mitigate its impact, which more than ever required taking reasonable and effective measures and urgent steps at the management level at all levels of educational institutions, in particular higher education institutions (HEIs).

In the field of higher education, Georgia has responded to the crisis urgently and tried to adopt up-to-date distance learning modalities through a variety of formats and platforms; made an effort in supporting and mobilizing academic staff and communities; cared for students' health and well-being though effective management of the crisis situation which required solving the problems in the following areas: 1. Continuing education in F2F, Blended and Online format; 2. Country's readiness towards blended or online education; 3. Adopting new assessment methods; 4. Ensuring professional retraining of the teachers and students to fill the gaps in response to the digital divide. 5. Providing technical support to HEIs in Georgia.

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English as a foreign language has traditionally been taught via face-to-face learning until the World Health Organization announced Covid-19 as Pandemic on March 20, 2020. Consequently, all levels of educational institutions, including Higher Educational Institutions had to primarily resolve an ultimate issue of continuing spring term 2020 through emergency transition to a new modality of teaching and learning EFL. Though questions were coming out: In which format? In Online or Hybrid? For which disciplines? Thus, Educational Authorities had to take urgent actions and steps to maintain non-stop lifecycle in the life of academia, including EFL which consider spur-of-the-manner revision and adaptation of EFL courses meeting the needs of online teaching as well as enforcing the instructors and learners to fully switch to fully ICT-based learning environment became absolutely necessary. In a globally shared new reality and under mandatory circumstances, EFL instructors of Georgia started to share and exchange their approaches to most effective online teaching platforms, programs (Zoom, Cisco Webex, social media platforms, etc.) and did their best in order to timely respond to the challenge of all the mankind, i.e. succeeding in mandatory integration of technology in EFL teaching process within the tightest ever time constraints.

In EFL education, where technology has always been present especially since the 1960s (Aibiladi, 2018) for demonstrating authentic materials, i.e. news, live recordings, TED talks and videos, being indeed a usual language practice in progressive and constant development-oriented EFL teaching countries, Georgian EFL community was not an exception with technology widely applied and integrated into EFL classroom not only at Higher Educational Institutions but at secondary and primary educational institutions as well while teaching EFL.

To our luck, before the pandemic a great number of teacher training programs (MOOCs, Online Courses) were organized by International (i.e. British Council, International House, IATEFL, etc.) and local (ETAG – English Language Teachers' Association of Georgia), including Specific Interest Groups of BE teachers (SIG BE), international scientific and practical conferences, forums, workshops held virtually and on site – serving as forerunners of new which greatly contributed to introducing and practicing Internationally recognized and approbated standards of EFL teaching/learning through effective usage of technologies in real life situations and daily encounters with our target audience at HEI in Georgia without failure of spur of the moment transition to remote modality.

Based on the abovementioned emergency transition to different types on learning, we the representatives of EFL Community in Georgia decided to study effectiveness of F2F, Hybrid and Distance education in learning and teaching English as a Foreign Language Learning, firstly by characterizing each type of learning, characterizing them in general and try to reveal their shortcomings and to the surprise of all to us advantages after three terms of EFL teaching experience at various HEIs of Georgia through online surveying EFL teachers and students, summarizing and analysing a comprehensive survey results and drawing practical conclusions and recommendations for further considerations.

Literature review

Face-To-Face Learning

The face-to-face method of learning is the traditional way of mastering the English language requiring in-person contact between lecturers and students in a classroom with its appropriate facilities such as: textbooks, projectors, white board, markers, etc. Moreover, it entails live interaction amongst learners and their lecturer. Additionally, students submit their assignments, complete project-based tasks, pass examinations, etc. The role of instructors in F2F educational process is to motivate students, engage them in the learning process. This approach is rather teacher-centered, the teacher is the one who monitors, controls and guides the process. According to UNESCO (2020), "face-to-face teaching offers opportunities for student-teacher interaction that are difficult to replicate at a distance, particularly where there is inadequate training for distance education". Therefore, the following

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points could be highlighted while learning F2F: 1. Dialogue between learners and instructors; 2. Knowledge sharing among students which stimulates their involvement; 3. Eye-contact encouraging interrelation. These points are valuable mediators while teaching English as a foreign language.

Based on our observations as teachers and educators actively running EFL process in various HEIs of Georgia, we can highlight that the F2F mode is characterized by such features as social aspect, as it directly considers in-person encountering with students with the purpose of teaching, socializing and networking on site. The traditional classroom is totally based on integrating on-paper materials, i.e. books, resources, handouts as well as printed authentic materials, realia, which, of course, adds to providing a direct exposure to EFL learning. Traditional EFL classes enable teachers to introduce a variety of activities into the target language acquisition process meeting all learning styles, especially kinesthetic and tactile, which is very difficult or impossible to practice during online classes. As for teacher creativity aspect, the latter is more effectively reached during the 'live process', though, of course, a teacher can and should be using his/her creative skills during online classes to make them more attractive and less stressful, but it definitely requires more planning from teachers' side and consequently is more time-consuming. As for the factor of availability, we cannot deny that during F2F learning teachers in class are all the time available for students in need of any help, assistance, making clarifications and giving explanation for vague questions, whereas during online classes some students may restrain themselves from disturbing teachers by asking for clarification and simply pretend to understand the instructions or the presented topic without further questions. Thus, a traditional class definitely provides more opportunities for teachers and students live interaction even after finishing the class (i.e. during breaks). And this interaction is emotional (Slater Stern, 2004).

Another very noticeable advantage of traditional learning atmosphere lies in more effective controlling of distractors during the class, i.e. telephone calls, noise, chatting, cheating, and so on. Though, during online classes, it is possible to control students' engagement, it is better achieved through eye contact. During online classes we cannot avoid students' pretending to be 'in class' with cameras off, or fake eye contact with cameras on, the latter being more authentic and definitely non-substituted during online classes, as eye contact greatly contributes to effective communication and feedback owing to the fact that eyes are 'windows of the soul' (De Salluste Du Bartas, 1979), which is solely achieved via F2F interaction. At the same time, during live lessons students are really positively motivated by their role model course companions, serving as a good stimulus for weaker students 'to compete' and succeed in foreign language acquisition in tandem with their already successful classmates, which is more vividly demonstrated during F2F class.

According to Arias, Swinton, and Anderson (2018), "students in the face-to-face section have statistically significantly higher exam scores and statistically significantly greater improvement on the post-test instructor questions. There is no statistical difference in the improvement on the post-test overall nor in the improvement in the post-test standardized questions. These mixed results suggest that both course objectives and the mechanism used to assess the relative effectiveness of the two modes of education may play an important part in determining the relative effectiveness of alternative delivery methods".

Another factor which is also ascribed to traditional real classroom is related to teachers' role to be aware and understand students' problems, jointly finding common solutions to them on site without reaching family members, at the same time students can more easily get peer support during F2F learning when performing individually or in group, or during peer work and get teacher and peers' support. And finally, a dialogue between teacher and student or student and student is really much more practiced during F2F classes.

Online Learning

As a result of the pandemic, the learning process altered dramatically and traditional F2F learning has been substituted by remote learning. Online learning combines the usage of scanned on-paper and Internet resources in the educational environment.

Distance learning has a wide variety of benefits, e.g. it is flexible in time and space, depends on learners' own pace of learning, etc.

Currently, there are two types of distance learning styles: synchronous and asynchronous. According to the Oxford Learner's Dictionaries (n.d., b), the term 'synchronous' is defined as: 'happening or existing at the same time'. Therefore, synchronous learning mode refers to the process of education taking place in real time. In online learning, instructors and learners meet in prescheduled time remotely and their communication is live (as it has mostly occurred during the lockdown).

As Hyder and her colleagues (2007) declare in their book, "the roots of synchronous e-learning derive from three main influences: the classroom, the media, and the conference" (p.6). Additionally, the synchronous e-learning is defined as "interaction of participants with an instructor via the Web in real time" (Khan, 2006, p.84). As mentioned above, pandemic resulted in spur-of-the moment transition to online modality of learning in majority of HEIs of Georgia and all around the world, which made teachers apply once unfamiliar platforms like Zoom, Microsoft Teams, Google Meet, Jist meeting and many more. Different HEIs used different platforms, whereas in our case Zoom (the licensed version) was the only one approved by Batumi State Maritime Academy which allowed teachers to fix the meetings, use breakout rooms for pair, group work activities as well as use different emoji for giving different kinds of feedback (i.e. praise, astonishment, sympathy, celebration, etc.). Also it, similar to some other platforms, has the function screen sharing and consequently sharing and uploading learning resources, electronic books, using whiteboards, also sharing videos, audio, using chat for different purposes, asking questions, eliciting answers, etc. On the whole, synchronous mode of e-learning allowed English as a foreign language learners to be involved in the academic process in an active, efficient and effective manner without leaving homes, staying safe and doing their best during 'new normal' academic terms.

To summarize the features of synchronous e-learning, it is similar to F2F one, it is rather teacher-centred, although all the learning stages occur remotely with technology application:

- Time is scheduled prior;
- It is interactive;
- It involves pair and group work;
- Via it projects may be completed;
- It includes assessment/evaluation, results of which are more subject to cheating;
- E-resources are linked or sent via emails, chat boxes, etc.
- Learners are involved in the process of learning.

As for another mode of online learning, i.e. asynchronous, it is defined as (of two or more objects or events) not existing or happening at the same time' by the Oxford Learner's Dictionaries (n.d., a). For that reason, asynchronous learning method depends on learners own pace in a limited period of time. It means, learners are provided with materials and assignments set in weekly, monthly deadlines on their own schedule. Asynchronous learning is presented as "an interactive learning community that is not limited by time, place or the constraints of a classroom" (Mayadas, 1997, p.2). This learning method is student-centered, it implies self-study and self-instruction and it was applied even before the pandemic in the formal of online MOOCS (platforms for taking short courses, professional trainings), and also online / distance higher educational institutions offering all level (BA, MA and PhD) programs to interested and target groups, preferring this model of deceiving HE qualification without actually visiting the campus, only interacting with special representatives and administrative and didactic staff via e-mail communication, registering the subjects online, watch course videos uploaded on the portal by the tutors, reading officially uploaded didactic materials, doings end of module self-assessment tests and finally taking final exams in taken disciplines, for instance, Pegaso International University

in Malta (www.pegaso-international.eu). The non-classroom part of e-learning during the pandemic (e.g., doing homework and working on projects) can be also viewed

To summarize the features of asynchronous e-learning, it is, like synchronous learning, conducted remotely, it is a purely student-centered approach which does not require learners' and educators' immediate consideration. It requires:

- Self-discipline;
- Self-pace;
- Flexibility.

Hybrid Learning

According to UNESCO (2021), this is "combining remote and in-classroom learning during school reopening and in preparation for potential resurgence". As it combines features of both F2F and online teaching/learning, it may be used as a transition step from totally F2F educational process, with both teachers and students unaccustomed to online learning, to complete e-learning. It also supports readjustment after lockdowns to come back to normal educational process and permits to maintain technology application at high level. In hybrid learning, teacher can decide whether to move all homework online or to do it in exercise books (and, in case of necessity, send it online to the teacher), which is very helpful in case of transitions in both directions happening unexpectedly. It may involve part of learning online and part face-to-face, or some students attending the class face-to-face (with all precaution measures) while others attend the same lesson online.

"The precise nature of that mix, though, varies greatly from school to school, based on factors including the local rate of COVID-19 transmission, the availability of funds to support new instructional approaches, and the willingness of students and staff to return to buildings" (Lieberman, 2020, par.1). This approach is the most student-centered one in the pandemic conditions, as it is the students who choose whether to attend the class in-person or to participate in it online, and many parents and students are grateful for the possibility to make the choice. However, depending on how effectively it is applied and whether teacher is qualified to apply it, the hybrid approach can be the best or the worst solution (Lieberman, 2020).

The hybrid approach may be applied as flipped learning (theory teaching done through online video recordings, either professional or teacher-made, while practice carried out in-class), which will make the lesson (in a real or virtual classroom) more creative, and students will be busy with more authentic activities. However, blended learning application is hardly possible in primary school, while in middle school may be applied only to easy materials/topics. And it has to be followed by teacher follow-up, to see whether his/her students understood the material appropriately (Hwang, 2018).

According to Jost et al. (2021), hybrid learning (when possible) is the most effective way of teaching nowadays, as it permits to easily adjust to the shift to traditional or totally online learning without much additional planning and preparation. In 'normal' times, it permits to maximally apply the advantages and compensate the disadvantages of both approaches. Lischner et al. (2021) share this opinion. In their study, the students reported coping well during lockdown, but indicated that lecturers were challenged by distance teaching, which, in turn, created some stress for the students.

According to Lieberman (2020), about two thirds of US schools are applying the hybrid approach. In the US, African American, Latino, and Asian students mostly prefer completely remote regime. However, live-streaming regime is a problem for many schools. Parents with several children like to hybrid or totally distant regime of communication with the school, which made their lives easier. Social distancing is not that harsh in hybrid learning. It is good that with hybrid model, not only students, but also teachers are given a choice, however, it creates challenges for small / private educational institutions (sometimes, there is only one teacher of the subject). Discipline problems practically do not arise.

While during the lockdown only e-learning occurred in Georgian HEIs, during the period of removal of lockdown the HEIs were permitted by the Ministry of Education, Science, Culture and Sport (2021) to choose the mode of education provided that they could ensure the healthcare measures required in case of hybrid and F2F modes' application. Most HEIs continued in online mode, some chose hybrid learning: (labwork held F2F, while some classes, where demanded by students, held in a hybrid mode (some students in class and some joining from home). International Black Sea University chose hybrid model, first finding out the students' and teachers' views. It turned out that mostly freshman students chose the hybrid mode, but even many of them were eventually not too happy, as the teacher in class had to keep close to computer, to be visible for the online attendants, so neither the F2F, not the online students got what they really wanted / hoped – a better communication than in totally online mode.

Based on comparative analysis of online and F2F education in Croft, Dalton, and Grant (2010), as well as the above-discussed literature, Table 1 below was designed by the authors.

Table 1. Comparison of F2F, Hybrid and Online Advantages and Disadvantages

	F2F	Hybrid	Online
Advantages	<ul style="list-style-type: none"> • Social aspect++ • On-paper material always available + • Variety of activities++ • Teacher creativity ('live process')++ • Teacher help available any time during the class++ • Distractors controlled+ • Using other students as models++ • Teachers are aware of students' problems and involvement++ • Teacher and peers' support++ • T-S and S-S dialogue++ 	<ul style="list-style-type: none"> • Social aspect+ • Online and on-paper materials always available + • Variable materials++ • Variety of activities+++ • Teacher help available any time during the class+ • Suits any type of learner • online learning can occur in pairs or groups (provides support to IT less skilled students) • If applied during the pandemic, it's the most student-centered approach. 	<ul style="list-style-type: none"> • Online and on-paper materials always available+ • Variable materials++ • Possibility to deal with large classes+ • Flexibility (time, place, number of repetitions) +++ • Autonomy+ • Irrespective of state of health of teacher and student, they can take part in teaching/learning++ • Teacher and student health protection+++
Challenges	<ul style="list-style-type: none"> • Recruiting qualified personnel + • Quality of materials+ • Taking into consideration students' learning style + • Encouraging participation+ • Getting and providing feedback+ • Student motivation++ • Discipline+ • Cheating in the process of assessment+ • Teacher and student health at risk++ 	<ul style="list-style-type: none"> • Recruiting qualified personnel ++ • Quality of materials+ • Taking into consideration students' learning style + • Teacher and student IT skills+ • Teacher experience+ • Encouraging participation++ • Getting and providing feedback+ • Student motivation+ • Computer-related problems (electricity, viruses, software)+ • When (if) part of the class is online and part 	<ul style="list-style-type: none"> • Recruiting qualified personnel +++ • Quality of materials+ • Taking into consideration students' learning style +++ • Teacher and student IT skills++ • Teacher experience++ • Student motivation+ • Encouraging participation+++ • Getting and providing feedback+ • Student motivation++ • Computer-related problems (availability; electricity, viruses, software)++ • Lack of peer contact +

		in class, the teacher is bound to computer, and quality of T-S communication is lower++ • Teacher and student health at risk++	<ul style="list-style-type: none"> • Often asynchronous or delayed nature of dialogue +, lack of eye-contact+ • A feeling of isolation+ • Difficulty to adjust to learner type+ • Cheating in the process of assessment++ • Need of normal study conditions++
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(one plus stands for minimally presented feature, either advantageous or challenging, two pluses stand for a more presented feature while three pluses stand for an extremely presented feature)

Method

The research survey on F2F, hybrid and online EFL learning was executed remotely with the help of application 'Google forms', where lecturers and students of EFL field from various HEIs of Georgia took part.

The questionnaire consisted of 22 questions (please see link: https://docs.google.com/forms/d/e/1FAIpQLSemRCOnSW9Lk4Nt9CRIPEL5IkWFNI6bCYHgS3S5OU5syZRR3w/viewform?usp=sf_link). The participants had to choose their answers from 1 to 5 according to Likert scale. The total number of participants was 95. The survey was disseminated online to EFL teachers and students from different HEIs in Georgia and abroad.

Results and Analysis

The results obtained through the questionnaire are presented in Table 2.

Table 2. Survey results

#	statement	1	2	3	4	5
1	I have already had some experience of totally online teaching/learning before September 2020.	29.3%	16.3 %	10.9%	19.6%	23.9%
2	I have already had some experience of hybrid (mixed) teaching/learning before September 2020.	36.6%	18.3%	-	12.9%	21.5%
3	The decision about the mode was made after consulting students and staff.	15.2%	14.1%	23.9%	19.6%	27.2%
4	I took part in decision-making.	31.2%	12.9%	12.9%	15.1%	28%
5	The taken decision was agreeable for me / I am satisfied with the decision taken.	7.5%	-	16.1%	26.9%	40 (43)%
6	I have felt comfortable teaching / learning in the chosen mode.	8.6%	9.7%	22.6%	25.8%	33.3%
7	Teaching / learning was as easy as before the pandemic.	18.3%	24.7%	21.5%	18.3%	17.2%
8	The obtained grades were as high as before the pandemic.	-	17.2%	32.3%	31.2%	14%
9	The obtained grades are higher than before the pandemic.	17.2%	20.4%	36.6%	19.4%	-
10	I received teacher (student) feedback timely and effectively.	-	16.3%	18.5%	21.5 %	27.2%
11a	feeling lonely	21.7%	19.6%	31.5%	15.2%	12%
11b	lack of materials	28.3%	21.7%	26.1%	12%	12%
11c	technical skills	26.1%	16.3%	27.2%	22.8%	7.6%
11d	other technical issues	22.8%	17.4%	26.1%	27.2%	6.5%
11e	distractors and discipline	18.5%	26.1%	21.7%	25%	8.7%

11f	lack of teacher / peer support	23.3%	17.8%	33.3%	16.7%	8.9%
11g	lack of communication during the lesson	20.7%	16.3%	30.4%	25%	7.6%
11h	engagement in the activities	10.9%	18.5%	28.3%	32.6%	9.8%
11i	conflict between learning and teaching style	21.7%	23.9%	32.6%	13%	8.7%
12	The gained knowledge has been as good as before the pandemic.	8.6%	18.3%	28%	23.7%	21.5%
13	The gained knowledge was worse than before the pandemic	21.5%	20.4%	24.7%	21.5%	11.8%

Conclusion

To conclude, the new (e-learning, synchronous) mode of EFL learning can be positively evaluated based on the questionnaire outcomes, as the majority of the respondents, both EFL learners and instructors, mostly marked questions with - agree/completely agree option.

To the questions whether EFL learners and instructors had some experience of totally online or hybrid teaching/learning before September 2020 the majority of learners and teachers answered with agreed/completely agreed ($M=$, $SD=$).

Regarding the questions if the decision about the mode was made after consulting with them, i.e. they took part in decision making and additionally taken decision was agreeable or satisfactory for the surveyed.

Again for the majority of EFL Learners and Instructors, a new learning environment was rather comfortable and even easy, which is understandable as remote learning saved their time (usually spent of commuting), resources (material) and finally ensured their safety and well-being during the Pandemic.

As for the questions related to the problems observed during online learning (feeling lonely, lack of materials, technical skills, distractors and discipline, lack of teacher / peer support, lack of communication during the lesson, engagement in the activities, conflict between learning and teaching style), received answers varied. Obtained grades were as high as before the pandemic, which means that quality of EFL learning maintained on the whole. At the same time, students and instructors positively assessed timely and effective feedback received from their peers and colleagues, which contributed to creating positive, stress-free and effective distance learning environment.

On the questions related to students/teachers' well-being, soft skills, interaction with each, engagement in the activities, conflict between learning and teaching style and finally the quality of gained knowledge majority of the surveyed basically intermediary responses were obtained, which demonstrated that despite of the general positive picture of the survey, still significant human-factor problems were brought to the surface resulting from lack of socialization, F2F interaction, technical difficulties. The above-mentioned challenges of course were expected as this emergency transition involuntarily moved us into new reality, referred to as "New normal" in all areas of life, including EFL learning.

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Criticism of a Conformist Society in Kazuo Ishiguro's *Never Let Me Go***Tamta Amiranashvili*****Abstract**

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

Key words: Dystopian novel, cloning, conformism

Never Let Me Go, a dystopian novel by a Nobel prize winner author Kazuo Ishiguro has been a great success since its first publication in 2005. Time magazine (Grossman, 2010) regarded *Never Let Me Go* as the best novel of the year placing it in the list of "100 Best English-language novels published since 1923—the beginning of TIME". Moreover, *Never Let Me Go* was shortlisted for Booker Prize and the National Book Critics Circle Award. In 2006 the book was nominated for Arthur C. Clarke Award and received a prestigious ALA Alex prize. In 2010 an American filmmaker Mark Romanek made a movie with the same title followed by a Japanese TV drama in 2016 (Biblio.com, n.d.).

The apparent success of Ishiguro's novel generates from its central theme which has constantly been a major issue of discussion. In 1996 the first clone of a mammal in history appeared (Fridovich-Keil, 2021). Sheep Dolly was born in Great Britain which caused a heated discussion about ethically questionable science experiments: what is the aim of cloning and should it be justified? Will scientists be able to clone people and what will this bring to mankind? However, as Ishiguro declares, writing the novel, his true aim has not been to analyze whether cloning is ethical or not, the writer uses the term of cloning while describing the feelings of "human beings" facing their own death: "I wanted to write a book about how people accept that we are mortal and we can't get away from this, and after a certain point we are all going to die, we won't live forever" (Bizzini, 2013, 75).

Ishiguro's (2015) *Never Let Me Go* also reflects a painful problem of the modern world – organ trade, since genetic engineering and cloning technology presented in the novel gain a benefit from organ farming. In the article "Body snatchers: organ harvesting for profit" (2013), Dale Archer (2013) emphasizes that the black market where organs are being sold, is a multi-million dollar industry. The World Health Organization released official statistics revealing that only in 2010 about 11,000 organs were sold on the black market. Even in such a developed country as the USA, where organ trade is forbidden, there can be found surgeons who do not know or simply are not interested to question where the organs come from. Some hospitals in New York, Philadelphia and Los Angeles do not refuse to receive organs obtained on the black market (Archer, 2013).

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However, in Ishiguro's novel it is absolutely natural to cut out organs from clones for use in curing the diseases in members of the dominant, non-clone, population. This is a long-standing tradition, as in special schools, centres and homes clones are raised, who have been created entirely for the purpose of organ harvesting. This practice is accepted not only by clones, but by 'normal' people as well. No one is surprised about this way of life like many years ago slavery was not unexpected to slave owners and slaves themselves. Clearly, such an abnormal system with its established customs exists because of the approval of the majority of the society. Accordingly, the aim of the presented paper is to study the reasons for conformism and absolute passivity not only in clones but also in 'normal' people, and thus, investigate what motives prompt clones to take unjust reality as it is and sacrifice their lives for people's well-being.

Without doubt such an unjustifiable programme accorded within the political system effectively operates as the clones themselves never oppose it. Even though they do not seem to be strictly controlled since there is not mentioned an identity card or any document that differentiates the clones from the normal people, they do not even show a desire to run away. Although we expect the clones definitely to rebel after hearing Miss Lucy's moving words about their gloomy futures, it never happens: "None of you will go to America, none of you will be film stars. And none of you will be working in supermarkets as I heard some of you planning the other day. Your lives are set out for you. You'll become adults, then before you're old, before you're even middle-aged, you'll start to donate your vital organs. That's what each of you was created to do. You're not like the actors you watch on your videos, you're not even like me" (Ishiguro, 2015, p. 65). According to Margaret Atwood, there is nothing unusual about clones' reluctance to fight as "In Ishiguro's world, as in our own, most people do what they're told" (Atwood, 2021). Doing what they are supposed to do, the clones, even when they are still children, try to forget their fate by inventing a game associated with cutting out organs. Once grown up most clones find refuge in their wish to be approved by "normal" people. This Approval takes place when the clones become good carers or donors. Instead of fighting the injustice, surprisingly, the clones are proud of their duty - "useful purpose" and they want to be praised: "And then there's this odd tendency among donors to treat a fourth donation as something worthy of congratulations. A donor "on a fourth," even one who's been pretty unpopular up till then, is treated with special respect" (Ishiguro, 2015, p. 215). Donating organs does not lead to the clones' rebellion, on the other hand, it has become like a profession for them "After all, it's what we're supposed to be doing, isn't it?" (Ishiguro 2015, p. 174).

Kathy H., a protagonist of *Never Let Me Go* is a living example of a clone having become obedient. As Keith McDonald (2008) writes in the article "Days of Past futures: Kazuo Ishiguro's *Never Let Me Go* As "Speculative Memoir" the ill consequences of the system and its powerful influence to brainwash clones is typified in Kathy "who remains passively in the grips of her duty as a carer and donor" (p.78). If conventional main characters in dystopian novels are determined to uncover the absolute truth about the government and fight against injustice, she neither criticises the system nor allows herself to know the ills of it. Unwilling to show curiosity about her uncertain future and face up the bitter truth, Kathy never complains. What's more, she imagines to be extremely lucky having been educated in Hailsham, an institution where the clones are raised, and not in a farmhouse for organ donations. Kathy is proud of her job and her success as a carer. Her last words in the novel reveal her clear tendency towards conformism: "The fantasy never got beyond that—I didn't let it—and though the tears rolled down my face, I wasn't sobbing or out of control. I just waited a bit, then turned back to the car, to drive off to wherever it was I was supposed to be" (Ishiguro, 2015, p. 222). Thus, Kathy similarly with the clones is characterized with such unquestioning obedience that she cannot act differently.

Kathy as a narrator, retells a story and frequently addresses someone surely: "If you are one of them, I can understand how you might get resentful" (Ishiguro 2015, p. 3), "I don't know how it was where you were" (Ishiguro, 2015, p. 7). Who is her audience? Or who is her intended reader? This reference takes place throughout the novel and no doubt Kathy means someone like her, a clone, a donor or carer, maybe not from Hailsham but from a similar institution. Another question is what effect the story has on the reader or what Kathy's hidden intention is while retelling the story. Clearly, Kathy's intention is not to awaken the reader and set them against the system. Her story prompts the reader to remain as passive as she is and to share her conformist attitude.

Anne Whitehead points out that the way Kathy addresses the reader might be “potentially” hazardous” as it leads to “too uncritical a compliance ... and a corresponding failure to confront larger social and political injustices” (Whitehead, 2011, p.75). However, as McDonald (2008, p. 81)) notes, Kathy’s recounting her story to the world who does not think she is a normal human being is an act of heroism. Agreeing with McDonald’s idea, Silvia Caporale Bizzini (2013) in the article “Recollecting Memories, Reconstructing Identities: Narrators as Storytellers in Kazuo Ishiguro’s *When We Were Orphans* and *Never Let Me Go*” argues that “Kathy’s storytelling helps to preserve ... the memory of a group of people whose humanity is denied in order to silence society’s sense of guilt” (Bizzini, 2013, p. 75) and telling her story Kathy H. Rejects “the impulse to fall into a paralysing sense of victimization” (Bizzini, 2013, p.66, 2013). On the other hand, Margaret Atwood (2005) writes in her article on Ishiguro’s novel “Kazuo Ishiguro’s novel is really chilling” that narrating a story is like a way to escape from reality. Kathy does not provide the reader with the descriptions of the clones, what they eat, what they look like. Meanwhile, when it comes to the weather, or buildings, or landscapes she is especially observant of these things. As Atwood believes, Kathy deliberately focuses on the things not connected to her or her body, in order to avoid thinking about her and her friends’ unfair fate “It’s as if Kathy has invested a lot of her sense of self in things quite far away from her own body, and thus less likely to be injured” (Atwood, 2005). Kathy tends to make some trivial mistakes while discussing her past life. She leaves an impression not to remember everything correctly. It seems Kathy aspires to change her memories which do have a reason. Kathy will definitely die soon, the only thing she has is her memories. However, she focuses on the bright ones as she is looking for consolation.

What prompts the clones to live with a heavy burden and behave as if they have nothing particular to worry about, although they know perfectly well that they will never reach their middle age? John Marks (2010) in his article “Clone stories: shallow are the souls that have forgotten how to shudder” suggests that Kathy H.’s passivity might be caused by some genetic manipulation. As the clones cannot produce babies, their psychology might be programmed in a way that they cannot fight (Marks, 2010, p.348). Well, if we assume that this is right, then Ishiguro does not mention anything about it. As Mark Fisher (2010, p.31) writes in his article “Precarious dystopias: *The Hunger Games*, *In Time*, And *Never Let Me Go*” Hailsham succeeds in destroying the thought of rebellion, that is why fleeing is unthinkable for the clones.

Success of the clone project is mainly guaranteed by guardians as they are the ones who are responsible for their bringing up. The guardians try their best to make the lives of the clones normal and give their students a happy childhood, as childhood will remain their only happy memory (Ishiguro, 2015, p. 268). To face their fate without much difficulty, the guardians teach the clones to be obedient from their early childhood. However, they lie to themselves when they do not admit that they are raising scapegoat. The guardians cannot change the fate of clones (or maybe they do not want to change it), so it is not necessary to tell the students the truth and make their short lives bitter. Miss Emily, the principal of Hailsham, explains that the guardians lie to the clones as in case the students know the truth they lose a desire to live: “Very well, sometimes that meant we kept things from you, lied to you. Yes, in many ways we fooled you. I suppose you could even call it that. But we sheltered you during those years, and we gave you your childhoods. Lucy was well-meaning enough. But if she’d had her way, your happiness at Hailsham would have been shattered” (Ishiguro 2015, p. 288). Thus, it is thanks to the guardians that the clones avoid the truth, block the thoughts about the future to escape that reality and live in peace and harmony. The guardians with a kind intention help the government to violate the rights of the clones since they believe that they can make the clones happier.

The guardians use several methods to brainwash the clones. Firstly, the clones are developed a positive attitude towards their purpose. How? Using the euphemistic language, for example, “donor” and “donation” instead of harvesting organs, or “completion” in place of death and “caring” as a substitute for sacrificing yourself. Altering the language, the clones were made to believe that they were making positive difference to others, preoccupied with their “successful careers” they did not mind doing inexhaustible jobs with minor compensations. Thus, usage of euphemisms in the novel serves the purpose of diminishing resistance, it guarantees passivity and compliance.

Literature also deliberately becomes a means of manipulation in the hands of the guardians. The clones have access only to the novels the guardians think appropriate for them, that is the nineteenth-century fiction. As many of the works of the nineteenth-century reading is characterised by optimism, belief in the justice of the authorities who will undoubtedly reward one's merit or sacrifice, they produce false hope in the clones that they will be exceptional and get, for example, a deferral as in case of Kathy and Tommy. Moreover, literature serves the interest of the system not giving a chance to the clones to see the real reality as it is. As literature "by enabling us to feel good about our actions without interrogating too closely the power structures and relations that underpin them", the clones never fully realise what harm and damage has been done to them. In other words, literature consolidates the clones giving them faith that their sacrifice will be compensated causing passive conformity to the system (Whitehead, 2011, p.72-73).

Performing its disgusting policy the government of fictional Great Britain is strongly supported by the citizens. It seems as if there was an unspoken agreement between the government and the society. Conformism of the people on such an unforgivable matter as cutting out organs, originates from the egoism of the British society. Interested in the fate of their loved ones, they are indifferent to strangers. The dystopic society in Ishiguro's novel is founded on the principles of care. The nature of care itself is ambivalent arising uncomfortable questions as "...this can turn caring from a noble attitude into a nasty one". On the one hand, "personal selflessness" (Whitehead, 2011, p.77) i.e. a desire to wish the best for someone who you love, and selfishness, on the other, i.e. being unable to see that the well-being of your loved ones is reached at another's cost. Accordingly, in Ishiguro's view, the British are ready to sacrifice others for the benefit of their relatives and friends. Although one part of the society thought cloning was unethical, they preferred to remain silent when they imagined death of their family members: "However uncomfortable people were about your existence, their overwhelming concern was that their own children, their spouses, their parents, their friends, did not die from cancer, motor neurone disease, heart disease. So for a long time you were kept in the shadows, and people did their best not to think about you" (Ishiguro 2015, p. 203). Similarly, Tony Judt assumes that *Never Let Me Go* expresses the flaws and pathologies of our age: "there is no social unity, we neglect the people who are less privileged than we are and we use our privileges over them in favour of our relatives and friends" (Whitehead, 2011, pp. 77-78). Needless to say, having being got used to completely curing cancer and other diseases, people proved seemingly unable to go back to the bleak past, they were apparently unwilling to ban cloning. After e.g. the Morningdale scandal, mankind was under danger of creating clones who would have been much more developed than normal people. Afraid to strengthen their "race," the British stubbornly insisted on closing the educational institutions for the clones, reluctant to give them knowledge and reason. Thus, the British chose to sacrifice the clones for the benefit of their future generation. In addition, the second part of the citizens did not think that clones were equal to them as clones were not born in a way as people do. That is why killing of the clones was not a serious matter, it was just like killing of an insect for them. In *Never Let Me Go* some characters really show such kind of fear towards clones as we do towards insects. For example, Madame who fights for the rights of the clones does not even talk to them: "...she was afraid of us in the same way someone might be afraid of spiders" (Ishiguro 2015, p. 30).

The only protest seen in the novel is the project by Miss Emily and Madame. This project aims to provide clones living at Hailsham with modest comfort and good education before starting the donation of organs. However, Miss Emily and Madame do not fiercely oppose the donation programme. Supporting the project, they only want the clones to lead a normal life before certain death. Miss Emily and Madame's joint project is basically similar to animal protectors' protest insisting on pigs to be killed in a more civilized way, without using violence. Miss Emily and Madame are not against the donation programme, they only ask the government to do the early part of it in a more humane way.

Tom is the only and one clone weakly protesting the ways of the system. It should be noted that with his undesirable nervous outbreaks Tom fights without his awareness, for a short time and not effectively; however, not any other clone shows any desire to fight the system. Kathy believes that Tom's outbreaks are caused by the fact that he always knew what would happen in the

bottom of his heart: "I was thinking maybe the reason you used to get like that was because at some level you always knew (Ishiguro 2015, p. 213). Moreover, Tom is the only character who after a long time judgement concludes that Miss Lucy was right insisting on providing the clones with the truth about their future and not Miss Emily trying to give the clones a happy childhood. According to Tom, the clones should not have been deprived from their right to know the truth, ugly, but still the truth.

In Kazuo Ishiguro's novel *Never Let Me Go* the characters are obedient to the system, they have lost painful and critical perception of unjust and in many cases absurd world, they are inactive and tend to go for conformism. The clones have been brainwashed from their early childhood by their guardians through literature and euphemisms. However, when the clones are already adults capable of judging their fate correctly, their abnormal life has become so natural to them that they cannot imagine to live differently. Similarly, the "normal" people show conformism to the injustice of the system as their judgement is based on the complex concept of care.

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Fluency Development Using Micro and Macro Skills of Writing**Tamuna Khetaguri*****Mzia Zangaladze******Abstract**

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

Keywords: Peer assessments, middle school students, writing skills, reading skills, non-native English speakers, fluency.

Introduction

A number of non-native English speakers find it difficult to write an error-free paper in English. Problems relating to grammar, punctuation, organization and writing have been identified especially in middle school students. Despite efforts made to attain high levels of fluency, producing academic writing has been observed to be problematic in students in middle school (Abas & Azis, 2016, p.22). Furthermore, due to an increased number of assessments during this period, children are less enthusiastic on improving their writing skills. Educators find it especially tasking to advance the writing skills of students, especially since academic writing is the ultimate goal of teaching micro and macro skills in school (Susilowati, 2018, p.130). Many students who are not native English speakers have been reported feeling apprehensive concerning assessments that are aimed towards testing their writing skills due to increased pressure and emphasis made by instructors (Setyono, 2014, p.478). Some of these assessments adversely affect students' levels of confidence especially in relation to using correct grammar, the application of advanced writing skills as well as their abilities to explore and use new vocabulary in their assessments (Setyono 2014, p.478). However, when educators use authentic assessments such as peer assessment exercises, studies indicate a significant improvement in students' micro and macro writing skills (Spiller 2012, p.9). Peer assessments helps children to build the capacity to produce quality written texts. Quality peer assessments have been linked sufficiently addressing students' apprehension in writing. The following were also found out in research: activities that are constructive are essential in leading students to conduct critical and active learning,

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peer assessments positively contributed to building the fluency of students and that peer assessments have been found to be an effective tool to building the authenticity of writing and reading.

Research Objectives

The following objectives were developed for this research:

1. To find out the role of peer assessment in building non-native English-speaking middle-school student's micro and macro writing skills.
2. To find out the activities that ought to be promoted in peer assessment in order to build non-native English speaking middle school students' micro and macro writing skills.
3. To discover the extent in which peer assessments build non-native English-speaking middle-school student's micro and macro writing skills.

Research Questions

The following questions were asked in this research:

1. What is the role of peer assessment in building non-native English-speaking middle-school student's micro and macro writing skills?
2. What are the activities that ought to be promoted in peer assessment in order to build non-native English speaking middle school students' micro and macro writing skills?
3. What discoveries were made to determine the extent in which peer assessments build non-native English-speaking middle-school student's micro and macro writing skills?

Theoretical Background of the Study

The function of micro and macro writing skills

The principles of teaching and writing are essential factors that affect students' success in relation to producing comprehensive text that are written in English. The application of micro and macro writing skills lays emphasis on the linguistic competence of the student such as punctuation, spelling, typing errors, organization of thoughts as well as the content of the paper (Brown, 2004, p.238). In relation to the American school objectives, writing forms an integral role in academic and as such, it should be comprehensively taught (Brown, 2004, p.232). Micro writing skills are distinguished from macro writing skills in that micro skills involve standards that are appropriate in both intensive and imitating writing especially since they contain rules that are relatively easy to comprehend for middle school students such as grammatical rules, spellings and handwriting/typing skills (Suryawan et al., 2020, p.16). However, macro skills are more comprehensive and form the bulk of the challenges and limitations that are presented by a number of middle-school students, especially those who are non-native English speakers (Brown, 2004, p.232). This is because macro skills relate to the development of content as well as the development of organizational skills so as to communicate in an effective manner (Brown, 2004, p.234). As such, the development of both skills is crucial since they both contribute to the ability to produce quality texts especially in extensive writing.

Teaching Styles, Strategies, Methods

The function of peer assessments

Peer assessments have been recently incorporated into the school curriculum as one of the tools used to improve students' writing skills as well as develop/advance their levels of understanding of complex skills that relate to quality writing (Mosmery & Barzegar, 2015, p.17). A number of educators use peer assessments to complement their teaching since the tool can evaluate the

performance of students and help them to further advance their micro and macro writing skills (Mosmery & Barzegar, 2015, p.16). The tool is also used to guide the students to understand how they contribute to the errors in their writing and as such, it educates the students on an individual-basis (Mosmery & Barzegar, 2015, p.16). Lastly, students can use the assessment tool to evaluate the quality of their work and determine whether they have made improvements (Mosmery & Barzegar, 2015, p.20).

Research Methodology

The study used mixed method research wherein pre-posttest design was incorporated wherein the same measures of assessment were given to participants before they were exposed to the peer assessment test and after the exposure. Four meetings with the participants were used to collect empirical data wherein each meeting involved different activities that related to the evaluation of levels of micro and macro writing skills. The study used 9 middle-schoolers who were 13 years of age. The collection of data involved the use of documentation, field notes, observations and a compilation of the assessment tests. Qualitative data was analyzed through interactive analysis while quantitative data was analyzed using statistical analysis (t-test) through the SPSS 20 program. Table 1.1 outlines different activities that were conducted on different meetings.

Table 1.1. Course Grid Scheme

Meeting No.	Premise	Activity
1.	Introduction of the peer assessment methods: a. Scaffold micro and macro writing skills b. Scaffold paragraph models c. Scaffold assessment process	1. Practice tests to evaluate students' skill levels 2. Educating students about each assessment process. 3. Negotiation of the peer feedback process 4. Revision according to peer feedback
2.	a. Scaffold micro and macro writing skills b. Scaffold paragraph models c. Scaffold assessment process	1. Archotyping 2. Assessment referring to activity 1 3. Negotiation of peer feedback 4. Student-educator conference 5. Revision based on peer feedback and conference session (Homework)
3.	a. Scaffold micro and macro writing skills b. Scaffold paragraph models c. Scaffold assessment process	1. Constructions held jointly 2. Learning with group members i.e outline and drafting 3. Assessment of each other 4. Negotiation according to peer feedback 5. Student-educator conferencing 6. Revision based on peer feedback and conference session (Homework)
4.	a. Scaffold micro and macro writing skills b. Scaffold paragraph models c. Scaffold assessment process	1. Constructions made independently 2. Learning with group members i.e., outline and drafting 3. Assessment of each other 4. Negotiation according to peer feedback

		5. Student-educator conferencing
		6. Revision based on peer feedback and conference session (Homework)

Results

In reference to students' performance in the four meetings, a positive data distribution was noted as the learning experiences advanced. Accordingly, data from the first meeting to the fourth meeting are indicative of positive student performance. The data indicated improvements made by the students in relation to their writing ability in every subsequent meeting. It was however noted that there was limited improvement on students' writing during the second meeting. Significant positive improvements were noted in the third and fourth meetings. It was also noted that by the fourth meeting, students had developed comprehensive solutions to overcome their writing difficulties as shown in table 1.2 below.

Table 1.2. Students' performance in four meetings

No.	Meeting I			meeting II			Meeting III			Meeting IV		
	Go	E	P	G	E	P	G	E	P	G	E	P
1		v			V		v			v		
2		v			V			V			v	
3		v			V			V		v		
4		v			V		v			v		
5		v			V		v			v		
6			V		V			V			v	
7		v		V			v			v		
8		v				v		V		v		
9			V			v			v		v	
Total	0	7	2	1	4	2	4	4	1	6	3	0
%	0%	77%	22%	11%	44 %	22%	44 %	44 %	11%	66%	33 %	0%

Note:

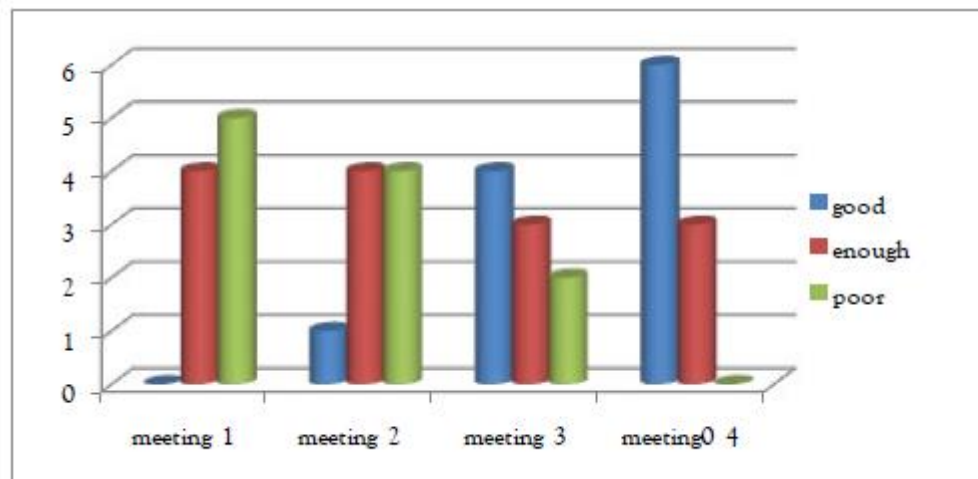
G = Good

E = Enough

P = Poor

In table 1.3 below, the results of the pre-test to the post-test indicate that a number of students had challenges in fluency as evidenced from their paragraph structure and sentence construction. The graph also indicates weaknesses in writing as a number of them experienced the most challenge in the development and organization of ideas. Post -test results indicated significant improvements in both micro and macro writing skills.

Table 1.3. Data distribution students' performance from meeting 1 to 4



Conclusion

Using peer assessment positively contributes to building students' writing skills as it develops their micro and macro writing skills. Peer assessments were found to be more effective in students with low abilities as it enabled them to regain their confidence in writing. Peer assessment also promoted interactive and constructive activities in addition to minimizing student apprehension towards writing.

Recommendations

In reference to the results of the study, the following recommendations were made: extensive use of peer assessments in advancing micro and macro writing skills especially in non-native English speakers. The assessment can also be used to improve the quality of writing through the continuous use and advancement of the activities in the peer assessment, non-native English speakers should be empowered and motivated to improve their micro and macro writing skills.

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Self-Plus-Peer Assessment in ELT**Yonca ÖZKAN***
Erdogan BADA****ABSTRACT**

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

Key Words: *English language teaching, assessment, peer-assessment, self-assessment*

INTRODUCTION

Much has been written and discussed on the topic of language assessment. While at its early stages, the authoritative assessor made the assessment, with times changing and autonomy of the individual enhanced, we see the tendency towards alternative assessment techniques, some of which being peer and self-assessment styles. Assessment, being some feedback on an individual's performance regarding a particular area, feedback, mainly, peer-feedback as defined by Topping (2009, p. 20), is "an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners." It is becoming more common in student-centered classes for it turns audience members from passive to active observers; helps develop critical thinking; and provides a greater volume of richer, individualized feedback for students. Research has shown peer feedback to be associated with positive cognitive gains for both evaluatees and evaluators (Rollinson, 2005, p. 24; Topping, 2009, p. 22). While the research results on peer feedback have been encouraging, most of the attention has been focused on its effect on writing, and little research has looked into how students feel about peer feedback on their spoken output. One small-scale study that has examined students' perceptions of the value of peer evaluation regarding an oral project was conducted by Kwok (2008) with 19 Cantonese-speaking first-year undergraduate students in Hong Kong. It found that students felt that peer evaluation was both fair and helpful; however, they expressed a preference for teacher-based assessment. The present study builds upon Kwok's work by examining student attitudes towards peer feedback of small group presentations as a supplement to teacher feedback in the context of a Japanese university with a larger sample size.

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As Otoshi and Heffernen (2008, p. 66) suggest, one way the teacher may address this is by co-creation of an evaluation rubric with the students. Students appeared to take their roles as evaluators seriously. They were generous and thoughtful with their comments, and very few gave all the identical scores indiscriminately. The seriousness with which students approached their roles as evaluators enabled the teacher to provide some feedback that would be possible on his own. That said, it should be noted that student assessment did not result in any time savings as much time was needed to tabulate student scores and compile student comments. In Özdemir and Özkan's (2017) study with pre-service English language teachers, peer and self-grading were perceived as rather stressful, which may indicate that the participants in the study were much more grade-oriented rather than process-oriented. Also, in pre-peer-grading group, students performed more accurate self grades in post-self-grading experience as compared to teacher grades.

Falchikov (1986) conducted a small study (N 5 48) of peer-, self-and tutor- assessment of essays. This research analyzed students' views of peer- and self-evaluation schemes in which criteria were negotiated among staff and students. The marks gained counted towards the students' final grades, and participation was a requirement. Semantic differential items were used to investigate students' feelings about the effects of the peer- and self-assessment schemes. The most distinct opinions were that students felt both plans made them think, learn more, be critical, and be structured. The schemes themselves were seen as time-consuming, complex (especially self-assessment), challenging, helpful and beneficial. Stefani (1994), with a fairly larger group of students between 54 and 67, essentially reproduced these results but with more observable agreement among the targeted group. Now that it is commonly accepted that peer assessment is probably more difficult on the part of the teacher since all grades of students for each other are tabulated, analyzed, and compared with those of the teacher, then we, as practitioners, should be focusing on the benefits of this mode of assessment regarding the very individuals themselves who are to be assessed.

With this premise, the researchers here conducted this study seeking responses to the following research questions.

1. In self-plus-peer assessment, do assessors grade their performance relatively higher than they do others'?
2. In self-plus-peer assessment, do assessors pursue a relatively fair trajectory in the assessment process concerning others?
3. Does gender play a part in terms of preference of the Self over others?
4. Is self-plus-peer a viable form of assessment?

METHOD

This study involves both quantitative and qualitative data results. The quantitative data was elicited from MA students of two universities in Turkey: Cukurova and Hakkari. The quantitative data was derived from the grading of these participants of each other as well as themselves in addition to the assessment of the course instructor. The interviews with participants constituted the qualitative data, in which the participants expressed their views regarding this mode of evaluation.

Participants

The participants of this study are composed of graduate students of the English language departments of Cukurova and Hakkari Universities. While groups 1-4 were students of the ELT Graduate Programs of the autumn terms of 2016, 2017, 2018, 2019 academic years, groups 5-6 were students of the 2020 and 2021 academic years. Dispersion of participants in terms of groups, as is presented in Table 1 below, are nine males and ten females for Group-1 (n=19); four males and eight females for Group-2 (n=12); seven males and seven females for Group-3 (n=14); one male and seven females for Group-4 (n=8); one male and five females for Group-5 (n=6); and, five males and eight females for Group-6 (n=13). In total, 72 (27 male and 45 female) participants

took part in the study. Groups 1-5 were students of Cukurova University, and Group-6 were Hakkari's. Table 1 below depicts the participants' dispersion.

Table 1 Dispersion of Participants

All-Groups-Participants				
	Male	Female	Total	University
Group-1	9	10	19	Cukurova
Group-2	4	8	12	Cukurova
Group-3	7	7	14	Cukurova
Group-4	1	7	8	Cukurova
Group-5	1	5	6	Cukurova
Group-6	5	8	13	Hakkari
Total	27	45	72	

From Table 1 above, we can see that six groups of MA program participants of the 2015-2021 academic years took part in the study. As stated above, while groups 1-5 were comprised of Cukurova, Group 6 were of Hakkari.

FINDINGS AND DISCUSSION

Self-plus-peer assessment refers to an individual's evaluation of himself/herself and evaluation by at least one peer. In this study, every member of the participating groups was subjected to the same treatment: assessed his/her performance as well as others, with an additional instructor's appraisal. Therefore, unlike as in the conventional method where there is one grade, which usually comes from a higher authority, which generally is the instructor, here we see three different scores for the same performance of the individual, eventually, with an average of the three, whittles down to only one score. The results received through our analyses are presented below in tabular forms addressing the four research questions we investigated in this study.

With our RQ1, we were curious whether, in self-plus-peer assessment, the assessors would grade their performance relatively higher than they would others'. The results concerning this research question are presented in Table 2 below. From the table, we can state that, although with slight margins, self-grading by Groups 1-2 was higher when compared with other-grading; members of Group 3, however, self-graded significantly higher than other-grade. Groups 4-6, on the other hand, self-graded less than other-grading, albeit with statistically insignificant differences. Overall, the mean of self-grading is 93.9, and another grading, 92.95, the p-value for the difference is .106, a statistically slight difference.

Table 2 All-groups Assessment Results

RQ1-All-Groups Assessment Results			
	Self- \bar{X}	Peer- \bar{X}	P=
Group-1	93.2368	92.3579	.422
Group-2	93.5000	93.2083	.845
Group-3	96.1429	90.9357	.003

Group-4	90.5000	91.4375	.572
Group-5	95.5000	97.3500	.028
Group-6	94.2308	94.6692	.688
Total	93.9097	92.9542	.106

On an individual basis, unlike the results received grade-wise, with RQ2, we aimed to reveal in self-plus-peer assessment whether assessors pursued a relatively fair trajectory in the assessment process concerning others. For this, instead of relying on the overall results based on grades, this time, we looked into each individual's grading as how many participants self-graded higher than they did others. Table 3 below displays the results of this analysis.

Table 3 Self Greater/Less than Peer Results

RQ2-All-Groups Assessment Results					
Groups	S>P* (n)	S>P* (%)	S<P** (n)	S<P** (%)	Chi-Sq.
Group-1	6	31.6	13	68.4	.108
Group-2	4	33.3	8	66.7	.248
Group-3	12	85.7	2	14.3	.008
Group-4	4	50.0	4	50.0	1.000
Group-5	1	16.7	5	83.3	.102
Group-6	7	53.8	6	46.2	.782
Total	34	47.2	38	52.8	.637

***Self-greater than peer; ** Self-less than peer; n=number**

From Table 3, we can see that out of 19 participants in Group 1, only six self-graded (31.6%) higher than they graded others (68.4); four out of 12 of members of Group 2 (33.3%) gave themselves higher grades, and 8 (66.7%) put others' performances before theirs; members of Group 4, went for 50-50%; members of Group 5, with a good majority, graded others higher than they did themselves; participants of Group 6, with a slim majority, self-graded higher than they did others; yet, Group 3, with a good prevalence (85.7% self-graded higher than they did others. Therefore, while grade-wise, participants seemed to have graded themselves higher than they did others, individual-based grading displays an opposite picture: self-preferred was 47.2%, and other-preferred, 52.8% (p=.637). These figures clearly illustrate some reasonable fairness observed by the participants while grading themselves and others.

From a gender perspective, with RQ3, we wanted to look into whether there was a significant difference between participants in terms of genders. Table 4 below illustrates the results we received in this regard.

Table 4 All-Groups Gender-Based Assessment Results

RQ3-All-Groups Gender-Based Assessment Results					
Groups	Male >	%	Female >	%	S>P*
Group-1	9/4	44.4	10/2	20.0	6
Group-2	4/0	0.0	8/4	50.0	4
Group-3	7/5	71.4	7/7	100	12
Group-4	1/1	100	7/3	42.9	4
Group-5	1/0	0	5/1	20.0	1
Group-6	5/3	60.0	8/4	50.0	7
Total	27/13	45.96	45/21	47.15	72/34

***Self-greater than peer**

From Table 4, we can see males in Group 1, self-graded higher than females; in Group 2, however, four out of eight females self-graded higher, and none of the four males did so in this group; members of Group 3, both males (71.4%) and females (100%) self-graded higher; while the only male in Group 4 self-graded higher, three out of seven females displayed a similar grading behavior; in Group 5, only one out of the five females self-graded higher, while the only male graded himself less; and, as regards to members of Group 6, three of the five males, and four of the eight females self-graded higher. Overall, out of 27 males, 13 (45.96%) and 21 out of 45 females (47.15%) self-graded greater. From our analyses, we can clearly state that considering the ratio of male-female population, no significantly observable difference would lead us to postulate some preference of a particular gender self-grading greater than the other gender.

With our RQ4, we targeted to develop an idea of whether self-plus-peer was a viable form of assessment. Based on our observations, analyses, scoring, and generally positive views of the participants, we can state that teachers with considerable effectiveness may utilize this type of evaluation. There are certainly some impediments that would probably render the process complicated, not least inflated grades. Here, the researchers recommend prior training for both instructors and students, appropriate guidelines, rubric, and most of all, trust.

CONCLUSION

This study tried to figure out whether assessors grade their performance relatively higher than they do others. The analyses have shown that some individuals, related to group dynamics, graded their performance greater than their peers overall. At the same time, 47.2% put themselves first; 52.8% graded the performance of others higher than they did theirs. This may indicate that pre-service teachers can effectively utilize peer assessment when appropriately trained as long as you share the rubric at the beginning of the academic term. Regarding fairness in self and peer assessment process, the overall findings may suggest the majority of participants in all groups acted in unison regarding the group's dynamism, in that if the tendency was to grade oneself higher, the majority tended to do so, or the opposite, which can be observed in the grading of Groups 3 and 6. However, overall, the p-value (.637) of the statistical analysis indicated fairness in overall grading.

Concerning gender as one of the concerns in the scope of the current study, even though male participants (45.96%), compared to females (47.15%), tended to grade themselves slightly higher than their peers, the statistical analysis carried out rendered an

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insignificant p-value of difference (.944). Based on our overall observations, calculations, and measurement, self-plus-peer evaluation is undoubtedly a method that instructors should utilize, not least for it does foster autonomy, empowerment and raise conscientiousness in task achievement.

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What is in a Laughter? A Glance at Humour in Environmental Protests***Ahmed Mohammed Jasim*****Huda Halawachy******ABSTRACT**

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

Keywords: Environmental protests, Humour, Functions of humour, Banners, Memes, Pictures, Cartoons, Caricatures, Posters, Environmental issues

* The current article is abridged from Ahmed Mohammed Jasim's (MA Candidate) and Lect.Dr. Huda Halawachy's (Advisor) original work titled "*When humour goes with civilization: A Call for Ecolinguistic Approach to Humorous Environmental Protest* (Thesis in Process).

"You may never know what results come of your actions, but if you do nothing, there will be no results." — Mahatma Gandhi

1. "Right to Protest!" Write about Protest

In the world of lexicography, *protest* is the showing of disagreement; a statement or action that shows that one does not like or agree with something (Oxford Word Power, 2010, p.613). Broadly speaking, protests are events of civil disobedience, specifically building occupations. Still, civil disobedience is not a clear-cut strategy as much as a normative claim about one's protest (Lindell, 2015, p.10). **When it occurs in the suitable context under perfect circumstances, protest may become impactful and cause effects on the public or even on decision-makers or power holders** (Walgrave & Wouters, 2017, p.13).

The first records of protest come from the 1300s; more accurately, from the Latin term *prōtestār* (Meaning: *to declare publicly*) which is derived from the root *testārī* (Meaning: *to testify*). The pro- in the word protest does not mean "in favour of" or "supporting" as it does in some other words but it is used to indicate a sense of concern with outward things. To protest is then to speak out against something (<https://www.dictionary.com/browse/protest>: [p.1](#)).

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Readings in the history of man, “[p]rotests have been inseparable from the nation’s social and political history...” (Hamilton, 2016, p. iii). Since old times, the public individuals (the non –authoritarian party) have resisted the power-holders (the authoritarian party) as the former disagree with the latter. Different political stories of protests from the globe assure a variety of issues raised by the public to be political, social, economic, environmental, educational, and many others. It is not a secret any more that human rights are violated around the world. We as part of the public in one spot of this big world have noticed that chances for the public to express themselves are expanding, yet civic spot for the public remains shrinking in some nations depending on the regime and other political issues surrounding the event and the situation of the protest in a particular place of the world (Goris & Hollander, 2017, p.11). The current qualitative article gives some indications to answers to these questions which could be collected from the open-ended archive of protesters in different eras –old and new - around the world. Clive Hamilton who thankfully emailed us a PDF copy publication entitled *What do We Want!* (Hamilton, 2016), moved us to find an answer to this big question suggested in his title. We could quote some of the issues raised in the Australian protests with illustrations (Illustrations 1-4).

1. Woman’s Rights in Election Dissents

Some women waves of suffragists started early in Australia where Australian women had won the vote early after a long struggle. In 1891, the Victorian Parliament received a ‘monster’ petition signed by 33,000 citizens calling for women’s enfranchisement. The gentlemen of the Parliament were unmoved. They remained unmoved in 1898, when 250 indignant women turned up to lobby them (Hamilton, 2016, p.39).



Illustration (1): In 1898, a formidable deputation of suffragists made their way from their Russell Street headquarters to the Victorian Parliament where they were met with ‘low jests and idiotic exclamations’ (Hamilton, 2016, p.39).

2. Anti -Racism Dissents

In September 1971, the Australian Cricket Board of Control, chaired by Don Bradman, cancelled the tour by the South African cricket team. Rather than merely declaring it too risky, Bradman said the decision was based on the board’s opposition to racially selected teams (Hamilton, 2016, p.136).



Illustration (2): In July 1971, six months before the founding of the Aboriginal Embassy, Indigenous activist Gary Foley, 21, staged his own protest outside the Squire Inn where the Springboks were staying in Sydney. He drew attention to Australia's own history of racism and in so doing exposed the contradiction in the heart of the nation (Hamilton, 2016, p.137).

3. Environmental Dissents

It is one of the landmark environmental protests. In 1979, the protesters started blocking the path of bulldozers to stop the logging of rainforest at Terania Creek on the New South Wales north coast. Below, Illustration (3) shows Neil Pike refuses to disband and is dragged down Mackay's Road, with dog in solidarity. The Terania Creek Forest activists pioneered music and theatre as protest tactics. They wrote their own songs and sang them to the bulldozers, the loggers and the police. They sang for themselves, for the forests, and for the world (Hamilton, 2016, p.164).



Illustration (3): Terania Creek , 1979, pro-logging activists facing the bulldozers, the loggers and the police (Hamilton, 2016, p.167).

4. Anti –war Dissents

During the visit of the president of the United States of America, George Bush, to Australia in 2003, a protest wave came out to the streets demanding ending the war (Hamilton, 2016, p.ix).



Illustration (4): When President George W. Bush visited Australia in 2003, protesters angry about the Iraq War broke through the barricade around the US Embassy in Canberra (Hamilton, 2016, p.ix).

5. Low Standard of Living Dissents

In the north half of the planet, Arabs launched demonstrations and revolts; the spark was in the early 2010s (December 17, 2010) when a young Tunisian set himself afire. This is the key date which made up the so –called *Arab Spring* across the Arab World. Issues which protesters share in the Arab community are centered around the low standard of living dissents.



Illustration (5): Arab Spring: Egypt's January 25 Revolution An Egyptian armoured personnel carrier covered in anti-Mubarak graffiti in Cairo, 2011. Image: monasosh.



Illustration (6): Demonstrators in the capital city of Tunis sitting on a wall where “Free at last” was written after the popular unrest of the Jasmine Revolution forced Tunisian President Zine al-Abidine Ben Ali to step down, January 2011. *Image: Christophe Ena*



Illustration(7):Mustafa Aljbaili, Al Arabiya ,Recent protests by Sunnis in Iraq against the country’s prime minister are portrayed as a possible foreshadowing of a delayed Arab Spring, but observers say Iraq is a different case.

1.2 Tools of Protest

- **Banner-** a long piece of cloth with words on it, which can be hung up or carried through the streets on two poles,
- **Slogan-** a short phrase that is easy to remember and that is used in politics or advertising,
- **Cartoon-** a funny drawing, especially one in a newspaper or magazine that makes a joke about a current event,

- **Picture**- a painting, drawing or photograph,
- **Poster**- a large printed picture or a notice in a public place, often used for advertise something,
- **Caricature**-a picture or description of somebody that makes his/her appearance or behaviour funnier and more extreme than it really is (Oxford Word Power Dictionary, 2010, pp. 55, 111, 112, 575, 594, and 727) ; and
- **Meme**- an idea, behaviour, style, or usage that spreads from person to person within a culture (<https://www.merriam-webster.com/dictionary/meme>; [p.2](#)).

All these types could include words, an image, or a combination of both.

1.3 Types of Protest

Protests vary according to the purpose they serve. People protest for the sake of different issues which have a serious influence on the globe. There are different protest waves that occurred around the world. Hints were given in the abovementioned discussion on different protest waves that occurred in the world. Do protests always work to scare authorities into performing changes? Simply the answer is not a resounding YES, the power-holders have another option to meet such actions: Make them even higher-risk through repression until the protesters give up. Protests are signals that signify: "We are unhappy, and we will not put up with things the way they are." But for that to work, the "We won't put up with it" part has to be believable. Nowadays, large protests sometimes lack such credibility, as digital technologies have made them so much easier to organize. It can take few months or even weeks to be launched from a Facebook page to millions in the street, as we witnessed with the Women's March in 2017. In comparison, the historic March on Washington, in 1963, take more than 10 years to be applied from being [an idea](#) to being organized. It took many months [just to the logistics](#) with many obstacles before and during the protest. Being in such difficulties to establish, a protest serves as an exclamation mark to power holders, whereas something that is easy to organize is a mere question mark for the future. Protests work because they can undermine the most important pillar of power - legitimacy. The word *legitimate* is as important as the words *physical force*, if not more (Tufekci, 2020).

The Black Lives Matter protest wave is definitely high risk through the double whammy of the pandemic and the police response. The police have unleashed so much brutality against demonstrators without being stopped from authorities that in just three weeks, at least [eight people](#) have already lost eyesight due to rubber bullets. Old people were shoved with severe damage to their skull. The language that has been used in this wave was anti-racist language. They raised banners which read: "BLACK LIVES MATTER" indicating that coloured people deserve to live.

Another wave of well-known protest is when the young girl Greta Thunberg protested in front of the Swedish parliament on the climate change issues. Thunberg began her solo protests outside Sweden's parliament in Stockholm on August 20, 2018. Greta used a banner which reads: "SCHOOL STRIKE FOR CLIMATE CHANGE". Students around the world soon started following her lead, organizing regular huge protests, and she was invited to speak in front political and business leaders at U.N. conferences and the annual World Economic Forum in Davos. Thunberg's honest words to presidents and prime ministers, peppered with scientific facts about the necessity to urgently stop greenhouse gas emissions have won her praise and awards, but also the occasional criticism and even death threats. They demand that lawmakers stick to the 2015 landmark Paris climate deal that asks both rich and poor countries to engage to curb the rise in global temperatures that is melting glaciers, raising sea levels, and shifting rainfall patterns. It requires governments to present national plans to lessen emissions in order to limit global temperature rise to well below 2C. Climate protests are also taking place elsewhere around the world. The 2019 [Global Week for Future](#) was a series of 4,500 strikes across over 150 countries. Some are planned in cities across Canada, including Halifax, Toronto and Vancouver. The protests started earlier in the Arctic, when British climate activist and ornithologist Mya-Rose Craig, [stood on a piece of ice broken off from the ice cap](#) (Keyton, 2020, p.1).

In all these waves, protestors used different techniques; one of which is humour. Environmental protests and the way humour is adopted are our main concern in the current article.

1.4 Functions of Protest

Protest is a means for showing dissatisfaction, identification of problems, making suggestions and providing solutions. It functions socially just like the language does in that: (1) it is attainable to everybody, (2) its discourse is simple and it serves as a tool for lessening sociopolitical realities to small number of words and phrases to insure world public's understanding, (3) it provokes emotions and tension, and (4) it shows that power can be shifted from political leaders and governments to young generations (Beċar, 2015, p. 339).

1.5 Language of Protest

Fifty years ago, sociologists considered protest to be an undemocratic intrusion into politics. The wake of the movements of the 1960s make sociologists consider protest as an important addition to democratic politics and a significant factor in the transition from authoritarian to democratic regimes (Oliver, Cadena-Roa, & Strawn, 2002, p.2).

Martin Luther King once insisted that a riot is the language of the unheard. Since 2011 swathes of protest, rebellion, and rioting have overwhelmed the globe (D'Arcy, 2014, p.1). The language which is used in protests' slogans, banners and posters does not need to be standard, and in its full form, it is the functions of the language that make English, even in its simplest form, be used as lingua franca in protests. Lingua franca exists because of its simplicity, not because it is a "formal linguistic phenomenon."

According to Crystal (1997), "a language achieves a genuinely global status when it develops a special role that is recognized in every country" (p.2). Crystal argues that it does not matter how many individuals speak the language but what is matter is who speaks it. In protest, it is a fact that it matters *who* not *how many people* use a certain type of language. It is those who lack political and economic power that construct some discourse and make it global, i.e., protesters (Beċar, 2015, p.340).

Let us move forward with the discussion we need to focus on language in protesting where humorous quotes or pictures criticizing the decision makers for not acting seriously. Humour belongs to the rich instruments of communication and can be used as such in social protest. Puns, punch lines, and jokes can articulate discontent and cartoons can visualize injustice (Hart, 2016, p.198). Activists have used humour in most of the environmental protest waves that occurred in the world. They have acknowledged that humour is the most powerful weapon used in demonstrations. Humour is a technique for protesting when protesters decide to criticize regimes; it is viewed as a double-edged sword.

2. Humour

We all laugh at jokes, telling each other humorous stories and jokes for amusement and information, disturb each other, and spell clever insults for entertainment in our daily life (Cisneros et al., 2006, p.1). Memes are one of the different types of techniques that play a distinct role in protest; they seem to be to the resistance of today what "political posters" were to yesterday – the embodiment of shared ideas in a community (Metahaven, 2014, p.1).

2.1 Functions of Humour

The function of humour is expressed largely by means of irony, satire, sarcasm, caricature, parody, burlesque, and the like (Stephenson, 2015, p.569). Humour is the constant challenge and irritant to the cloak of seriousness with which every power group in the world disguises its attempts at supremacy, monopoly, and domination (Marín-Arrese, 2003, pp.4-5).

2.1.1 Satire

Briefly put, satire is the use of humour to attack a person, an idea or behaviour that one thinks is bad or foolish (Oxford Word Power Dictionary, 2010, p. 680). It is so common in pop culture that most of us are already very familiar with, even if we do not always realize it. It can be part of any work of culture, art or entertainment. Sometimes satire is created for the goal of driving social change. Historically speaking, it is as relevant today as it was in ancient Rome (MasterClass, 2020, p. 1).

2.1.2 Sarcasm

Historically, the word *sarcasm* can be traced back to the Greek word *sarkazein*, meaning to speak bitterly (Lee & Katz, 1998, p.1). It is the use of words or expressions to mean the opposite of what they actually say. People use sarcasm to criticize other people or to make them look silly (Oxford Word Power Dictionary, 2010, p.680).

2.1.3 Irony

It is the way of speaking that shows you are joking or that you mean the opposite of what you say (Ibid, p. 422). More revealing, irony represents the characteristic of situational freedom in that ironic speakers show a surface-level meaning that contradicts with what would be expected given the contextual information present in an ironic scenario (Creusere, 1999, p. 215).

Statement of the Problem

Humour is something funny. This is an unquestionable fact but the other fact that a few of us do not realize is that humour is a double-faced coin. Activists around the world view humour as an effective element in protests and social movements.

Limitations

There are few limitations in this paper that should be stated. First, this study focuses on the concept of the term *protest* in general. Second, the study tackles the use of humour in environmental protests and not in other protests. Third, the analytical part considers a limited number of samples with limited functions of humour (satire, sarcasm, and irony).

Purpose of the Study

In this study we are aiming at:

- shedding light on the concept of protest as a term and action, and
- investigating the way humour functions differently in environmental protests as a weapon.

Research Questions

While allowing room for further discussion, two vigorous questions need to be answered as far as the regime, the protest, and the disobedient public are concerned:

1. *What do we want (as public)?*; and
2. *How to express our needs in a protest?*

7. Literature Review

In the long run of literature, authors in their different publications have tackled humour in protests spelling out different issues. Hart's article (2016) titled "*The Role of Humor in Protest Culture*" explained how powerful humour is in protest and

the way the social movements have recognized this powerful tool. Stoicescu (2018) **presented a paper tackling the phenomenon of resistance via** language during Romania's communist period and in the massive street protests of February 2017. In a thesis entitled *Humor in Social Movements: A Novel Take on Environmentalism*, Batista (2019) **analysed the corpus collected from Instagram posts. This study came out with the result that humorous posts attract attention more than serious ones. In a current study , the function of humour is analysed in the different tools that are used in protests such as: banners, cartoons, images, memes, posters and pictures.**

Corpus and Methodology

The design selected for this study is a qualitative one, i.e., a descriptive study. A number of different tools of protests such as banners, cartoons, posters, memes, and pictures were chosen randomly by surfing different websites. The number of samples is limited. In total, 9 samples were chosen - 3 banners, 3 cartoons, 1 poster, 1 meme and 1 picture. We opted for cutting the analytical part into four groups. Each group tackles an environmental issue. Group 1 -considers the Climate Change issue, Group 2- deals with Desertification issue, Group 3- magnifies Global Warming issue and Group4 -tackles Pollution issue. In each group the three humour functions (satire , sarcasm , irony) are analysed.

Findings and Discussion

Group1: Humour Speaks to Climate Change

In Illustration (8),there is a young girl wearing a polar bear costume in a protest with a WHITE hand fan on which two words were written : "CLIMATE MIGRANT". The sense of irony is represented in the wording and the custom as if the polar bear is telling mankind: "I migrate to another place if you will not react! It is global warming!" The way the girl protester dressed (the non-verbal humour) with the wording(the verbal humour) convey a serious message of the melting ice and the rise of the sea level in the polar regions.



Illustration (9): Huffpost, Australia (Sydney Climate Strike).



Illustration (8): Old Town Square in Prague, Czech Republic, Friday, Sept. 20, 2019 (AP Photo/ Peter David Josek).

Protesters adopt memes as another impactful tool in protests across the world as well. The meme, in Illustration (9), illustrates the message the protesters send to the decision-makers which carries humour and seriousness simultaneously. In their meme, the dissenters spell out: "CLIMATE CHANGE DENIERS" and "THAT IS A PADDLIN" where paddlin is a slang referring to a character's statement on *The Simpsons*, i.e., the T.V. American animated site come. The slang echoes that the character addresses those who would take minor misbehaviours saying "that's a paddlin," in a way to punish the offender by hitting them with a paddle. It is a threatening statement addressing someone who is disobedient. The young protesters are addressing the power-holders: "That's a paddlin if you keep ignoring the climate issues!"

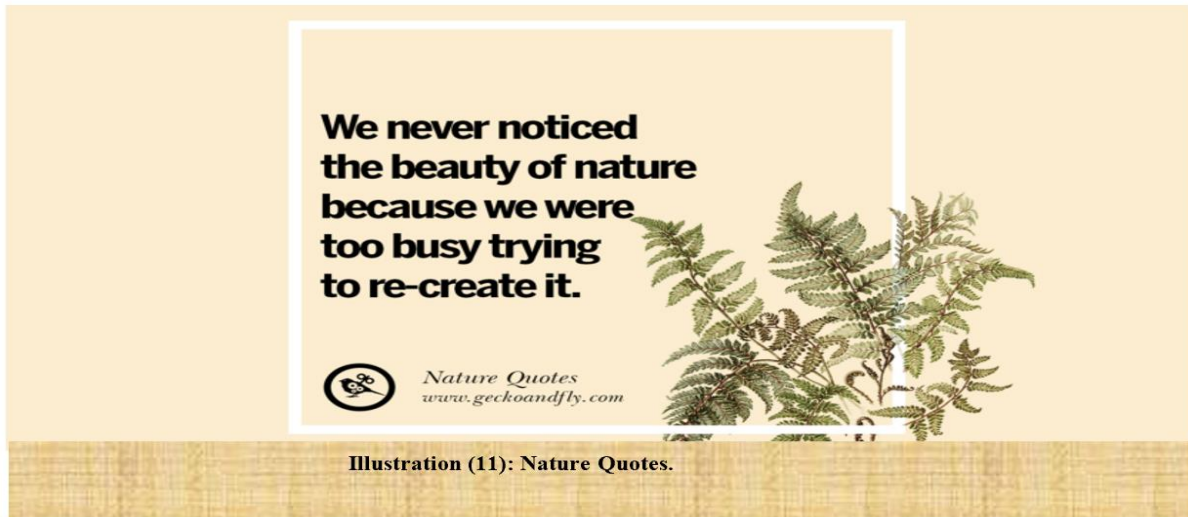
Group2: Humour Speaks to Desertification



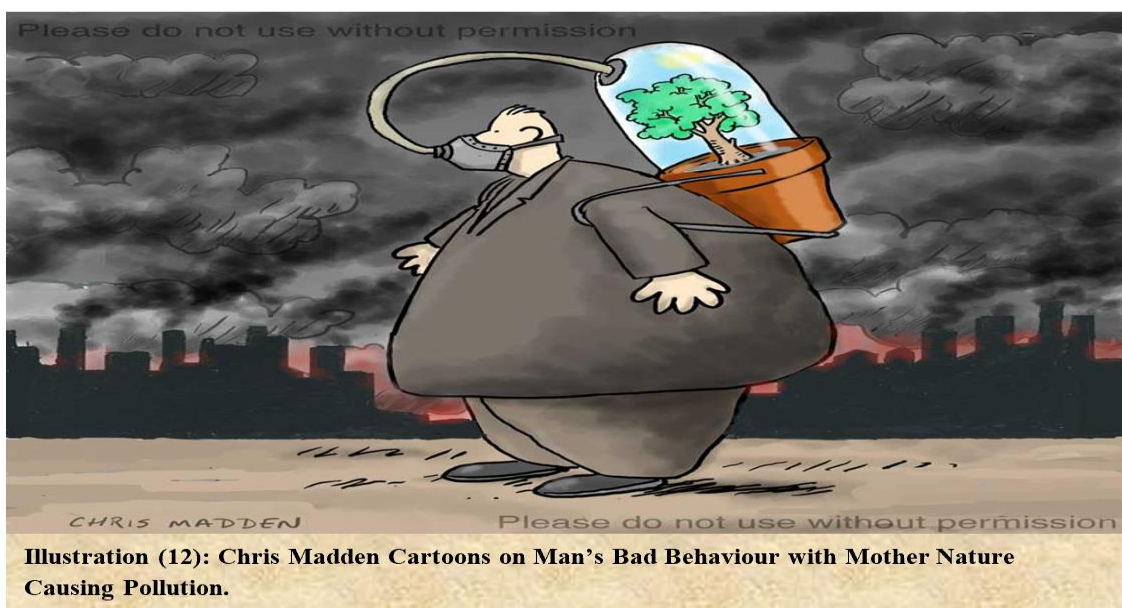
Illustration (10): Krakow, Poland (SOPA Images via Getty Images).

May 22-23, 2021 | Online

In Illustration (10), a young lady is protesting wearing a mask and carrying a banner with the text which reads: "WHICH GREEN DO YOU SEE?" and small pictures of 'trees' and 'paper currency' in the same banner. On her mask, the text, "THERE IS NO PLANET B", was written humourously referring to the backup plan whenever we decide to do something. It is funny as we have only one planet. The other sense of humour lies in other parts of the text and pictures on the banner. The protester wrote the word "GREEN" and the question mark? in a green colour which is the same colour of "the trees" in the environment and the "paper currency". She is criticizing the power-holders for their greed and for not thinking about environment. Materialism comes first. In this sense, humour functions sarcastically.



Reading between the lines of the quote given in Illustration (11), one could immediately notice the sense of irony since mankind always pretends to protect and work for the sake of environment; unfortunately, they do not. It is the ironic humour power that the environmental conservation activists convey to mankind: "How to be busy recreating environment while it is already beautiful and you are the main cause behind destruction of the green lands?"



In the cartoon which is shown in Illustration (12), irony is well established. Human beings are fully aware of the fact that the source of fresh air is our planet, Mother Nature. Still, they keep on destroying the atmosphere of the planet. The expansion of building on the planet earth causing pollution, they return to nature for fresh air. Logging trees and the global issue of deforestation supports the ironical function of humour in this cartoon. This evident contradiction in man's behaviour springs from human's greed to exploit Mother Nature sources for their benefits.

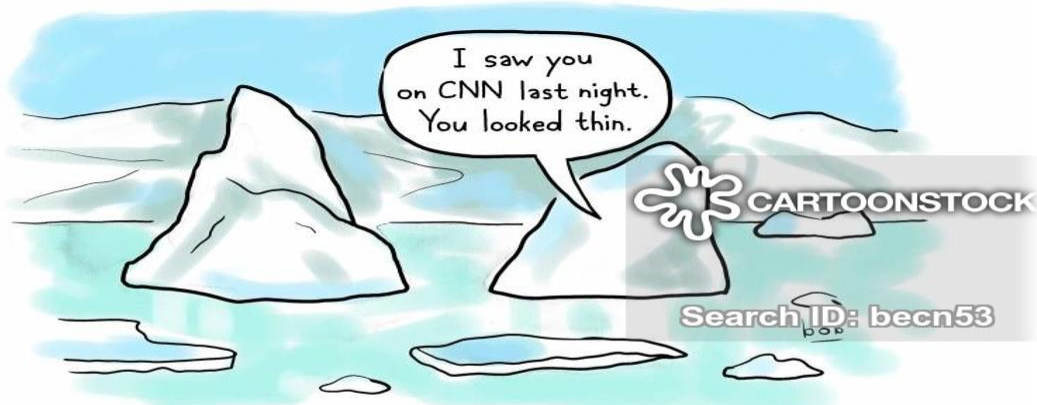


Illustration (13): Quotes about Melting Ice.

Group 3: Humour Speaks to Global Warming

Illustration (13), magnifies the global warming issue in a humorous sense. Two ice mountains are talking to each other. The first mountain, on the right, tells the one on the left the following: "I saw you on CNN last night. You looked thin". It is ridiculous and sad at the same time. Being thin, which is a personification on the part of the mountain on the left, is a clear clue indicating that mountains in the polar regions are not like the mountains times back. It is really a sad message that ice is melting fast and this is a major problem which needs to be solved.



Illustration (14): Anadolu Agency via Getty Images Melbourne, Australia.

May 22-23, 2021 | Online

Illustration (14) shows two female- students holding two banners. Banner (1), which is to the right of the audience, gives an idea that sea levels are rising. Global warming is the main cause that led to this rise in sea level. The humour conveys the message to the authoritarian that "if we do not act quickly, we will be obliged to learn how to swim". The "L & R" clue in Banner (1), to the right, connotes 'the Left arm / Right arm swimming'. So, once there are no actions on the part of the regime managing the melting ice in the polar regions, no land is left for man or the variety of species to live on. Banner (2) to left of the audience reads: "I WOULD B IN SCHOOL IF IT WERE COOL" also points to the global warming serious issue humorously. Some tree and plants are drawn in GREEN and the flames in RED and ORANGE colours. The word 'COOL' is typed in blue referring to a place the students prefer to be in with no global warming. The humour functions as satire because the student protestors are criticizing the idea of ignoring the global warming issues. They may attend classes in school under one condition; when man stops causing global warming. The "B" letter typed in capital suggests the repeated text in environmental protests that there is no planet B; it is only the earth which is shared by biodiversity.

Group4: Humour Speaks to Pollution

Pollution has various shapes; one of which is water pollution due to the plastic waste.. Plastic is hard to decay. It may take hundreds of millions of years. Creatures in the seas and the oceans are suffering from such type of waste. Illustration (15) shows the sense of humour which is represented in the whale puffing different plastic tools instead of water indicating the extent of water pollution and the ironical context



Illustration (15): BSGStudio Environmental Protection Banner Plastic Waste.

Another serious problem is recycling. Humans must learn how to recycle for the sake of Mother Nature. In Illustration (16), a protester shows a funny and smart way to protest and recycle simultaneously writing: "I RECYCLED SOME TRASH FOR MY SIGN". Trash must be recycled for the sake of all living creatures. Humour here functions as sarcasm because the protester makes those who are not recycling look like silly people.



Illustration (16): Recycling Issue.

To sum up, humour has been used in global environmental protests for its effect on regimes and decision-makers. It helps to bring huge media coverage and it is a powerful tool for criticizing authorities in being the main causes behind the serious environmental issues that the Earth and its biodiversity suffer from.

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Illustration 5

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Illustration 6

[https://www.britannica.com/event/Arab-Spring_\(10/4/2021\).](https://www.britannica.com/event/Arab-Spring_(10/4/2021).)

Illustration 7

[https://english.alarabiya.net/News/2012/12/30/Protests-in-Iraq-winds-of-Arab-Spring-or-dangerous-sectarianism_\(1/6/2021\).](https://english.alarabiya.net/News/2012/12/30/Protests-in-Iraq-winds-of-Arab-Spring-or-dangerous-sectarianism_(1/6/2021).)

Illustration 8

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.savannahnow.com%2Fnews%2F20190920%2Fyoung-people-lead-global-climate-change-protests&psig=AOvVaw3Gu831wggg6ufMZAf04Mxp&ust=1620298948857000&source=images&cd=vfe&ved=2ahUKEwi xt72LsrLwAhVp67slHQvMCqAQr4kDegQIARAm_\(10/5/2021\).](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.savannahnow.com%2Fnews%2F20190920%2Fyoung-people-lead-global-climate-change-protests&psig=AOvVaw3Gu831wggg6ufMZAf04Mxp&ust=1620298948857000&source=images&cd=vfe&ved=2ahUKEwi xt72LsrLwAhVp67slHQvMCqAQr4kDegQIARAm_(10/5/2021).)

Illustration 9

[https://www.huffingtonpost.com.au/entry/wittiest-signs-at-australias-climate-strike-rallies_au_5d844b32e4b0849d47269dde\(30/5/2021\).](https://www.huffingtonpost.com.au/entry/wittiest-signs-at-australias-climate-strike-rallies_au_5d844b32e4b0849d47269dde(30/5/2021).)

Illustration 10

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fnewszetu.com%2Fthe-best-signs-from-the-climate-change-rallies-around-the-world%2F&psig=AOvVaw0NAA8nUfGLCUxfDErInVx7&ust=1620298905518000&source=images&cd=vfe&ved=2ahUKEwi My-j2sbLwAhWY7bslHbLsCwsQr4kDegQIARAm_\(5/5/2021\).](https://www.google.com/url?sa=i&url=https%3A%2F%2Fnewszetu.com%2Fthe-best-signs-from-the-climate-change-rallies-around-the-world%2F&psig=AOvVaw0NAA8nUfGLCUxfDErInVx7&ust=1620298905518000&source=images&cd=vfe&ved=2ahUKEwi My-j2sbLwAhWY7bslHbLsCwsQr4kDegQIARAm_(5/5/2021).)

Illustration 11

[www.geckoandfly.com_\(11/5/2021\).](http://www.geckoandfly.com_(11/5/2021).)

Illustration 12

[https://www.chrismadden.co.uk/cartoon-gallery/page/2/\(15/5/2021\).](https://www.chrismadden.co.uk/cartoon-gallery/page/2/(15/5/2021).)

Illustration 13

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fline.17qq.com%2Farticles%2Fihifijhz_p7.html&psig=AOvVaw0VZ9_zJvXNmXZww6tEcpVj&ust=1620301486230000&source=images&cd=vfe&ved=0CA0QjhxqFwoTCJv9JW8svACFQAAAAAAdAAAABAD_\(12/5/2021\).](https://www.google.com/url?sa=i&url=https%3A%2F%2Fline.17qq.com%2Farticles%2Fihifijhz_p7.html&psig=AOvVaw0VZ9_zJvXNmXZww6tEcpVj&ust=1620301486230000&source=images&cd=vfe&ved=0CA0QjhxqFwoTCJv9JW8svACFQAAAAAAdAAAABAD_(12/5/2021).)

Illustration 14

[https://newszetu.com/the-best-signs-from-the-climate-change-rallies-around-the-world/\(20/4/2021\).](https://newszetu.com/the-best-signs-from-the-climate-change-rallies-around-the-world/(20/4/2021).)

Illustration 15

[http://buysellgraphic.com/vector-graphic/download/environmental_protection_banner_plastic_waste_whale_icons_32972.html\(20/5/2021\).](http://buysellgraphic.com/vector-graphic/download/environmental_protection_banner_plastic_waste_whale_icons_32972.html(20/5/2021).)

Illustration 16

<https://vidmid.com/news/70-best-signs-from-the-2019-global-climate-strike?uid=147061> (11/5/2021).

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

Mariam Kuchava*

Abstract

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

Key words: *University Leadership, Staff Motivation and Retention, Job Satisfaction, Recognition, Appreciation.*

Introduction

Leadership effectiveness is critically contingent on, and often defined in terms of leaders' ability to motivate followers toward collective goals or a collective mission or vision (Shamir, Zakay, Breinin, & Popper, 1998). Leadership and motivation are interactive. The more motivated the supporters, the more effective the leader; the more effective the leader, the more motivated the followers (Naile & Selesho, 2013). Building organizational commitment and trust, providing good working conditions by considering employees' needs and promoting good social relations will generate effective leadership process. Therefore, adopting a suitable leadership style is an attractive option. Higher education institutions need effective leaders who can understand the complexities that come with the university culture. Effective university administration should be able to have positive relationships with their staff to maintain high morale and positive job satisfaction within their institutions. Institutions need to have leaders with effective leadership styles, so it is possible to achieve organizational goal productivity and the overall quality of work life (Nanjundeswaraswamy & Swamy, 2014). Higher education leaders have to examine how they can lead their organizations better and figure out what effective leadership approaches that would best fit their institution (Black, 2015). The university is an academic institution, therefore professionals such as university employees needs a different form of leadership (Bryman, 2007; Eacott, 2011; Lumby, 2012).

Exploring different leadership styles that Georgian universities administration use, evaluating how different styles effect on staff motivation, will provide some insight, what styles may be better for the universities to utilize, promote good morale, academic and administrative staff motivation, job satisfaction and retention, which is essential for university success and promotion.

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Literature Review

Since people began to organize their activities together, leaders have sought to understand and stimulate the effective work of the team. For this reason, the motivation of employees in organizations has been studied, and recommendations to increase motivation and job satisfaction have been developed. The effectiveness of Higher Education Institutions largely depends on the motivation of their academic and administrative staff. Employees' motivation requires cooperation of both managers and employees. Motivated staff is more productive, happy and highly committed to their job which is essential for the university success and promotion (Kuchava & Bushashvili, 2016). Number of experts: Vroom, (1964); Kotter (1999); Shein (2004) agree that developing a strong organizational culture is a key to success. This success is related to performance and leadership. Building the organizational culture is not an easy task because it requires a leader with leadership characteristics. It is also dependent on the leadership ability, perception, behavior and collective values which are widely shared. Leadership competencies include the ability to motivate employees. There is an increasing recognition that higher education institutions require effective leadership and there is a continuing need to examine which styles of leadership are more likely to produce favorable outcomes so that university academic and administrative staff will have high motivation, job satisfaction and overall positive morale. This review study will help to understand how to change motivational model based on leadership style between top management – academic/administrative staff in higher education institutions, in order to increase employee motivation, job satisfaction and staff retention.

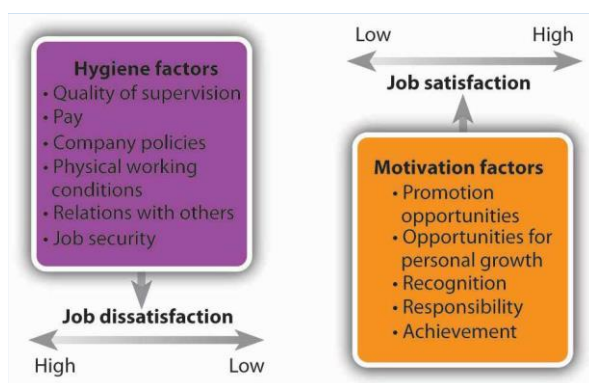
Concept of Motivation and Job Satisfaction

Many contemporary authors have defined the concept of motivation. Motivation is individual internal process that energizes, directs, and sustains behavior; the personal "force" that causes you or me to behave in a particular way (Pride, 2014). It is a process of arousing, directing, and maintaining behavior toward a goal (Greenberg, 2008); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, 1995); an internal drive to satisfy an unsatisfied need (Higgins, 1994). Robbins, DeCenzo and Coulter (2015) asserted that motivation is a function of three key elements which are organizational goals, needs and efforts. Organization's liveliness comes from the motivation of its employees (Lewis, Goodman & Fandt, 1995). Staff motivation is one of the policies of managers to increase effectual job management amongst employees in organizations. According to Rodriguez (2015), rewards and incentives add value to employees' achievements, motivate them, and energize their progress by making them realize that they have to earn for what they accomplish. The motivation will further encourage employees' creativity and ensure their high quality of work performance (Kuranchie-Mensah & Amponsah Tawiah, 2016; Osabiya, 2015). Rutherford (1990) reported that motivation formulates an organization more successful because provoked employees are constantly looking for improved practices to do a work. Getting employees to do their best work even in strenuous circumstances, is one of the employees' most stable and greasy challenges and this can be made possible through motivating them. The employees' motivation, their enthusiastic and energetic behavior towards task fulfillment, can play a key role in the successes of an organization, which will be ultimately beneficial to both (Cheng, 1995). Therefore, it is important for the higher education institutions to meet and introduce new motivational strategies to meet the various needs.

Motivation Theories

Frederick Herzberg, an American psychologist, conducted research in the 1950s that directly addressed the question of motivation. He asked 200 engineers and accountants which factors in their work created job satisfaction and which caused dissatisfaction. His results are presented in a simplified form in **Figure 1**.

Figure 1.- Herzberg's Two Factor Theory



Herzberg's study stated that there are two sets of factors – motivators (that cause motivation) and hygiene factors (that prevent motivation when absent). He stated that both groups of factors are important in motivating employees, but for very different reasons (Herzberg, Mausner, & Snyderman, 1959). Motivation factors help to meet the human need to grow psychologically. If a job can provide motivators, employees will want to work and will enjoy their work. If the motivators are absent from the job, this does not by itself create dissatisfaction – only a lack of motivation. If hygiene factors are presented at job, it will prevent dissatisfaction. However, no matter how good these factors are in a job, they will not, by themselves, motivate someone – that is down to the motivators. Good hygiene can stop you getting ill, but it cannot make you happy (ibid).

Several practical conclusions can be drawn from the two-factor theory: To motivate workforce, universities must meet the preconditions - make sure that all of the hygiene factors are being met: a decent salary, fair rules and policies and pleasant working conditions. The motivators must be there – ensuring that the job itself is meaningful and interesting, that workers are trained to do their jobs well and that they have the opportunity to develop their skills. Specifically, Herzberg advocated “job enrichment” – building a variety of tasks, skills and responsibilities into each job.

Both of the factors i.e. Hygiene and motivator are important (Naylor 1999). Applying those factors in education causes staff to motivate and highly motivated staff can create a good social, psychological and physical climate in higher educational Institutions. When the academic and administrative staff are satisfied, they are able to integrate professional, interpersonal and intrapersonal knowledge (Connell & Ryan, 1984; Rosenholtz, 1989; Collinson, 1996).

Another well-known and important motivation theory is David McClelland's need theory. McClelland introduced this theory during 1960's. It is based on Maslow's hierarchy of needs.

According to McClelland's book “The achieving society”, we all have three motivating drivers (a need for achievement, a need for affiliation and a need for power) and one of these is the basic. This dominant motivator depends on our culture and life experience. For people with high need of achievement, money is not the main motivator, they prefer feedback, appreciation and recognition. They should be given challenging but realistic projects. They need other achievers for the better results and performance. Employees with high need of power should be motivated by offering career development opportunities. They like to rule, so these should be provided leadership roles. They always prefer to know the real situation. McClelland's theory is very useful and helpful for managers to identify how they can motivate individuals to perform better.

Worman (2008) argued that, when employees accomplish a mission, they believe that indeed they have achieved something and have the mindset that recognition from management is an appreciation for that achievement. But the challenge is here that, most managers do not give enough recognition because they themselves do not get enough. Giving recognition to employees is something that does not come naturally to do, but requires much effort and consistency to achieve it. Employees do not all the

time require cash, as it is the perception of most managers, to be motivated to give off their optimum best, but sometimes mere appreciation is enough for them to feel at home and perform very well. Coaching is the process of employee development which is an important aspect of every organization. The only cost for such an exercise is time. Time in this context means you care. Chapman (2009) added that whenever the emphasis is on positive feedback, it is only wise that the coaching is done in "public." Whenever you recognize and encourage people in public, it acts as a natural stimulant for others who are close enough to see or hear what is taking place. More studies are needed on the issue in order to promote the efficiency of work of HEIs. It is important to recognize that the staff is motivated by different factors, depending on their age, aspirations with respect to career development and the relative priorities, social factors, such as their personal life and being accepted as a team member, therefore the role of leadership is significant in motivating Employees. Analyzing the perception of academic/administrative staff could be helpful to improve university leadership.

Leadership and Motivation

Every organization requires leadership. Leadership is the ability of a manager to influence, motivate, and enable employees to contribute toward organizational success (Skansi, 2000). Good leadership requires two-way communication between leader and followers. The purpose of leadership is to shape knowledge of individuals and groups with communication and support in order to cooperate in achieving organizational goals. The leader must know himself and others well enough to influence the knowledge of the subordinates and together with them to meet a set of goals. Leadership allows managers to affect employee behavior in the organization (Naile & Selesho, 2013). Leaders make a significant difference in any organization (Aktinson, 2014). Leadership in education can be understood as a process of influence based on clear values and beliefs and directing a vision for educational institutions (Bush, 2007). Motivated employees are one of the most important results of effective leadership. Successful managers are also successful leaders because they influence employees to help accomplish organizational goals. Achieving organizational goals, however, is not enough to keep employees motivated but helping employees accomplish their own personal and career goals is an important part of their motivation.

Leadership and motivation are interactive. Leadership effectiveness is critically contingent on, and often defined in terms of leaders' ability to motivate followers toward collective goals or a collective mission or vision (Shamir, Zakay, Breinin, & Popper, 1998). The more motivated the supporters, the more effective the leader; the more effective the leader, the more motivated the followers (Naile & Selesho, 2013). Building organizational commitment and trust, providing good working conditions by considering employees' needs and promoting good social relations will generate effective leadership process. Therefore, adopting a suitable leadership style is an attractive option. Building the organizational culture is not an easy task because it requires a leader with leadership characteristics. It is also dependent on the leadership ability, perception, behavior and collective values which are widely shared. Leadership competencies include the ability to motivate employees. Kouzes & Posner (2002); Ulrich, Smallwood, & Sweetman (2008) argue that effective leaders follow and practice a set of rules that include encouraging, empowering, and inspiring others.

Leadership Theories and Styles

There are theoretical underpinnings for the field of educational leadership and management, assessing different leadership models, and discussing the evidence of their relative effectiveness in higher educational Institution. It is assumed that successful and unsuccessful leaders are characterized by certain forms of behavior. The most popular behavioral theory still remains the typology of individual leadership styles, developed in the thirties by the German psychologist Kurt Lewin (Billig, 2014). It highlights three leadership styles: authoritarian; democratic and neutral (anarchic). Many parameters distinguish these styles from each other: the nature of decision-making, the degree of delegation of authority, the method of control, the choice of sanctions, etc.

But the main difference between them is their preferred management methods. The group of so-called command methods corresponds to the authoritarian style of leadership, contractual and socio-psychological methods are more consistent with the democratic style, the neutral one is characterized by lack of systematicity in the choice of management methods. Leadership style consists of a leader's general personality, demeanor, and communication patterns in guiding others toward reaching organizational or personal goals. Leadership style research has been dominated by self-report perceptions of subordinates about their leader's behavior patterns in decision making, interpersonal relations, planning, instructional leadership, and management efficiency. Effective leadership at the university level often points away from acting as an authoritarian and utilizes more transformational styles that include collaboration and mentorship. Bass and Riggio (2008) found that transformational leaders are those who inspire their followers to achieve extraordinary outcomes while they develop their own leadership capacity. Transformational leaders help their followers develop and grow into leaders themselves by responding to what the followers need and also empowering them as they achieve their own and the organization's goals and objectives (ibid). Leaders in higher education must assess the outcome of the shared vision and see whether it has successfully met student and/or staff needs or if challenges remain. Transformational leadership brings teams together to co-construct, learn and reflect on visions and goals. Often this kind of collaboration supports positive change and broadens effectiveness of professional leadership practices. When working in education, teams of professionals bring personal commitment and passions toward planning and improving their collegiate community. University administrators act as transformational leaders by integrating a shared vision of change; empowering voices in a collaborative community and reflection on vision value (Bleedorn, 2003). There are several approaches to situational leadership, differing in the choice of criteria that determine the management situation. For example, Fiedler (1967) proposed an approach in which the most important situational factors are the relationships between the leader and the followers, the structure of the work and the imperious position of the leader in the organization. In the path-goal model by House and Mitchell (1974), the focus is on the characteristics of the followers of the leader and such organizational factors as organizational culture, content and structure of work, the system of formal power relations. Nevertheless, the theory of situational leadership has become most popular in recent years. Leadership style must adapt to the specific situation. From the perspective of teachers and employees of university, leadership is a highly sought-after and highly valued commodity (Northouse, 2016), and represents the critical component to great performance (Kouzes & Posner, 2015). It includes impact, i.e. leads to a change in preferences. In order to react efficiently to the changes, it is important to rally the leaders that would be able to identify and tackle the problems arising in the institution creatively and innovatively, would possess competencies of leadership, management of changes and strategic thinking (Adamoniene & Petrauskiene, 2014). Leadership in any organization needs to be authentic in order to be effective and more successful in a long term (Hassan & Ahmed, 2011). Along with the new updated interest in the modern era on positive leadership, the researchers have focused on the scholarly development of this leadership style (Luthans & Avolio, 2009; Walumbwa et al., 2010b). The boundaries of the authentic leadership have been extended beyond the authenticity of the leadership as an individual to create authentic relationship with the subordinates (Garnder et al., 2005; Avolio & Gardner, 2005). The authentic leadership referred to as behavior draws from their psychological capacities and the positive ethics of organization that resulted in more self-awareness, internalized moral and transparency, and balanced information processing of relationships between leaders and the employees. Authentic leader creates positive psychological environment by promoting self-awareness and transparency within his followers (Walumbwa et al., 2008). Consequently, authentic manager will encourage their employees toward high performance through his beliefs and integrity, rather than external rewards. The creation of honest and reliable working atmosphere causes a raised level of employee's intrinsic motivation. Authentic leadership behavior of managers creates suitable psychological working environment which raises the organizational commitment of university employees. Taking into consideration the main objective of university employees, it is important to have more autonomy in their working environment in order to generate high job performance. If leaders will adopt an authentic leadership behavior, then their level of intrinsic motivation will increase (Ilies et al., 2005). Subsequently, authentic leaders' attitude and attachment toward work has a positive

impact on employees' intrinsic motivation. Moreover, authentic leaders encourage the followers' self-determination. Taking into consideration that authentic manager is interested in supporting intrinsic motivation of his employees, he will not just have a positive impact on employee's mood (Hsiung, 2011), but also will ensure an increased level of employee's creativity (Rego et al., 2011). Consequently, University Staff motivation, job performance; job satisfaction and academic and administrative staff retention will increase.

Conclusions and Recommendations

The effectiveness of higher education institution is based on the university leadership and management activities. Effective leaders can understand the complexities that come with the University culture. University administration should also be able to have positive relationships with their employees to maintain high morale and positive job satisfaction within their institutions, they should reveal academic and administrative staff desires and requirements and take into account them. Institutions need to have leaders with effective leadership styles, so it is possible to achieve organizational goal productivity and the overall quality of work life (Nanjundeswaraswamy & Swamy, 2014). Higher education leaders have to examine how they can lead their organizations better and figure out what effective leadership approaches would best fit their institution (Black, 2015). Academic and Administrative staff need personal freedom, more involvement in decision making processes, the ways to introduce their opinions and approaches about any issue related to their responsibilities. They should be sure, that they are needed and are important part of the Institution and their involvement is crucial. University administration should have adequate awareness and information for preparing and developing appropriate atmosphere amongst academic and administrative staff and understand their tendencies and needs. University administration should be more objective, they should encourage the whole staff, give them a chance for promotion. They should have individual approaches to any member of the team and be friendlier to them. In case of top management take into account these recommendations and increase employee's motivation level, it will reflect directly to their productivity and therefore, to the success of higher education Institutions. Low levels of job satisfaction at higher education institutions lead to employees' demotivation, retention and several problems amongst academic and administrative staff. These difficulties appear as some negative organizational behaviors and reactions at educational system and have insufficient results on university outcomes. The principle role of university is distinguishing requirements of academic and administrative staff based on work condition and meeting them according to organization's policies. Consequently, all of these educational systems need to provide appropriate facilities and situation for their staff. In the main, the present literature review explained the necessity factors that influence on staff's job satisfaction and can improve and increase the levels of it and applying effective factors to achieve job satisfaction and retention amongst academic and administrative staff by university. Staff motivation is a direct result of interactions with university leadership. To summarize leadership is a type of managerial interaction that is based on a combination of various sources of power that is more effective for a given situation and is aimed at encouraging people to achieve common goals. University is an academic Institution, therefore, professionals such as university employees need different form of leadership. For people with high need of achievement, money is not the main motivator, they prefer feedback, appreciation and recognition. They need other achievers for the better results and performance, which increase the level of job performance and job satisfaction, which will lead to retention of academic and administrative staff in Higher Education Institutions.

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