THE 12th INTERNATIONAL RESEARCH CONFERENCE ON EDUCATION, LANGUAGE AND LITERATURE

მეთორმეტე საერთაშორისო კვლევითი კონფერენცია განათლების, ენისა და ლიტერატურის საკითხებზე

IRCEELT-2022

Book of Abstracts

May 6-7, 2022

Tbilisi, Georgia

Dear Colleagues;

Welcome to the 12th International research Conference on Education, Language and Literature (IRCEELT 2022)

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

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

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

Prof. Dr. Ekaterine Pipia
Coordinator of IRCEELT Conferences

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KEYNOTE SPEECHES

Beyond the Four Skills: Language Education as Peace Education

LOTTIE BAKER
Regional English Language Officer, USA

In the face of global catastrophes, unnecessary wars, and oppressive despots, it may be tempting to sideline language education to focus on the pressing political concerns of the day. However, the communicative nature of language means that language learning holds potential for promoting attributes that are necessary for peacemakers. In language classes, it is possible for learners hone their interpersonal skills while using the target language to discuss topics important for peace. This presentation will describe the ways language education in particular is designed to support peace education and then will offer practical recommendations to help language learners develop their peacemaking abilities. Open-source resources and programs from U.S. Embassy Regional English Language Offices will be highlighted.

Going from "Group Work—Yuck." to "Group Work—Yay!": Helping Students Make the Most of Collaboration

MEGHAN MORAN
Northern Arizona University, USA

Often, when "group work" is mentioned, a collective groan can be heard in the classroom. Students tend to dislike working with others, especially on graded projects, because they have had bad experiences in the past. Teachers usually group students for assignments without actually teaching the art of collaboration. In this presentation, I will make the case that teachers have a great deal of power in creating productive and successful group dynamics, and they can do so with several easy-to-implement pre-, during, and post- activities such as free-writes, a group contract, and self/peer evaluation forms. When group work is taught well, students recognize the power of collaboration. Even better, they produce a whole that is greater than the sum of its parts.

Trust the Science: Designing Brain-Compatible Learning Experiences

BILL RICH
The Founder of Red House Learning, USA

After a brief overview of what science has to say about optimal learning environments, this session explores two courses that apply these findings. What's the Story? is a year-long course committed to helping middle and high school students become informed, empathic, and strategic change agents. This blended, team taught course teaches students from around the United States how to work together to write, produce, and publish documentary films about topics that matter to them and their communities. Learning Lab is a year-long course committed to helping educators create a network of classrooms conducting participatory action research with their students. This blended, team taught course connects educators and their students from around Vermont, who support each other as they pursue their inquiry questions and publish their findings. Attendees will be given ongoing access to these curricula and related materials.

The Impact of Empathy in the Classroom: Enriching Skills While Strengthening the Educational Environment

DR. RAWLINS WILLIAMS
East Tennessee State University, USA

Today's teaching challenges are multifaceted, calling on a range of leadership skills, instructional design, and perhaps of greatest importance, empathy and compassion. At a time where many professionals and students share anxiety surrounding post pandemic educational environments, empathy plays an important role in creating welcoming classroom space, inclusive settings, and creating a safe space for open, honest communication. This session will

explore the impact of empathy in the classroom. It will provide strategies for reframing misconceptions, upholding compassion, advocating for students, and combatting compassion fatigue in education. Finally, a tool kit will be explored that may enrich the educator's skill set to lead with compassion, while also strengthening the educational environment.

IRCEELT WORKSHOPS

Presenter: Kyla McMillan, a current Virtual English Language Fellow at International Black Sea University.

Workshop Title: Increasing Student Motivation and Engagement Through Synchronous and Asynchronous Activities

We have all noticed that declining student motivation is an unfortunate side effect of virtual learning. This workshop will introduce attendees to synchronous and asynchronous activities designed to increase student motivation and engagement. The proposed activities have been tested in virtual classrooms and can be used at any point in a lesson: to warm up, reinforce content, or to reflect on or summarize content. These activities not only encourage student engagement with the content but also focus on teacher-to-student and student-to-student engagement, bonds that the virtual learning environment has challenged. In addition to receiving new activity ideas to use in the virtual and traditional classroom alike, attendees will have a chance to share their own ideas for motivation and engagement.

Presenter: Kevin Hirschi, a former English Language Fellow at International Black Sea University and Ph.D. Candidate at Northern Arizona University

Workshop Title: "Well, I disagree!" Understanding and teaching the social dimensions of English intonation

English intonation is complex. It can convey emotions (Lieberman, 1966), or in some cases reflects sentence structure (Cooper & Cooper, 1980). However, intonation in conversation is frequently used for neither of these purposes; it is instead used to help speakers share discourse context. Research in Discourse Intonation (Brazil, 1998) describes the use of "intonational cues to link the information [said by the speaker] to a world or context that the hearer can make sense of" (Pickering, 2018, p. 19). Prosodic segmentation, relative tone height (low-mid-high) and tone choice (rise, fall, level) are used to reveal the pragmatic intention of the speaker, designed with the listener(s) in mind.

This workshop presents the basic components of Discourse Intonation to empower teachers and researchers with a precursory understanding of the social nature of English prosody. It also reports on research that supports the importance of English learners using intonation in agreement/disagreement sequences (Hirschi, 2022), as well as directives / expressive (Taguchi et al., 2021). A sampling of teaching techniques for intermediate and advanced learners will also be demonstrated and provided. Finally, a discussion of the importance of discourse intonation in Lingua Franca contexts, such as Georgia, will be facilitated with the cooperation of workshop participants.

Presenter: Steven Gomez, English Language Instructor at Al Faisal University in Riyadh, Saudi Arabia and former Integrated Teaching Specialist for PH International in Georgia.

Workshop Title: Classroom Management: Student Correction Techniques (Speaking)

In this workshop, participants will learn about various strategies for how to correct students when speaking. First, we will define some of the psychological aspects of mistakes in language learning. Both teachers and students tend to view errors negatively when in fact they are a natural part of the language acquisition process. The way in which teachers respond to errors can affect students' anxiety, attitude, aptitude, and motivation when learning English. With this framework in mind, we will examine various scenarios of why, when, and how to correct students. Specifically, participants will be able to identify the differences between accuracy and fluency activates. Then, participants will be able to choose the best strategy for correcting students (self-correction, peer correction, delayed correction, and direct and indirect correction).

Presenters: Anna Ciriani-Dean- a former English Language Fellow to Armenia and Ukraine

Shélynn Riel- a former English Language Fellow in Argentina

Workshop Title: Social Media in the Language Classroom

The continuous rise of social media on a global scale makes it impossible to ignore the potential of social media as a learning tool and as a means to empower students to become active citizens of the world. In this interactive workshop, we will discuss the primacy of digital literacy as a 21st-century skill, and present an objectives-based approach to engaging students in the language-learning process through social media. Participants will have a chance to experience select platforms, reflect on the unique affordances of each, and brainstorm ideas for integrating session ideas into their respective learning contexts.

ABSTRACTS

Encouraging Reading in English through International Folk Tales: Notes from the Public Domain Folk Tales Project

C. J. Denman
Sultan Qaboos University, Oman

English's role as the dominant global lingua franca is associated with high-level demand for learning in and about the language around the world. This is certainly the case in the Sultanate of Oman where English acts as a lingua franca, dominant medium of instruction in universities and colleges, and common second language in numerous key areas including business, commerce, health care, tourism, hospitality and so on. Despite the high-level support English receives in Oman as a national resource enabling participation in the globalised world, and its status as a gatekeeper of educational and professional success, Omani students often struggle to develop the English language proficiency needed for their current roles and future careers. One of the most important factors associated with this situation identified in the literature is a limited reading culture that sees many learners across the Arab world devote only small amounts of time to reading in any language. It within this framework that a team of researchers, research assistants, and volunteers at a research centre in Oman's national university initiated a project with the goal of producing an English-language folk tales source for students that is developmentally and culturally appropriate, visually appealing, narratively engaging, and suitable for use in and outside the classroom. This presentation reports on the progress of the project from its inception in academic year 2015/2016 to its current stage following periods of disruption and reconfiguration. It discusses important considerations in the selection and editing of the public domain folk tales, including in terms of sources and copyright, text length, readability, vocabulary selection and grammatical complexity, glossary construction, geographical coverage, illustration, and intended audience. Samples of some of the included folk tales and their associated illustrations are also offered, while future directions in production, distribution, research and evaluation are also explored.

Keywords: folk tales, public domain, English language learners, ESL/EFL

Diminishing Plagiarism while Teaching Writing in the Era of COVID-19

Maia Chkotua
International Black Sea University, Georgia

Covid-19 has changed the world completely and field of education is not an exception. Online teaching being unbelievable for countries like Georgia has become the reality and survival during this hard time, though the cases of plagiarism have rocketed in the academic setting. The objective of the study is to review the situation in different higher education institutions in Georgia and compare the results. To obtain the data, the survey in Likert scale and multiple-choice format was administered with teachers and learners (#100) and the results were treated statistically. The gathered results revealed that the cases of plagiarism were quite frequent in higher education institutions during online teaching and learning. Based on the results, recommendations for diminishing the plagiarism while teaching writing were given.

Keywords: online teaching, teaching writing, plagiarism, covid-19

Reflectivity Issue in the Utilization of English as an International Language

Yonca Özkan, Erdoğan Bada
Cukurova University, Turkey

English is, by all means, has become an international language through which the international community corresponds in almost all fields: science, technology, commerce and education and business. Based on this reality, we aimed to explore the beliefs and knowledge of a group of master students in English language teaching; hence, raising their

awareness in this respect. The participants of the study consist of Hakkari University ELT MA Program students who have been taking Globalization in ELT course in the spring semester of 2022. At the beginning of the term, the participants were instructed about the procedures followed throughout the course, one of which filling out a KWL chart requesting them to focus on issues such as English as an international language, lingua franca, ownership of language, native speakerism, multicultural and multilingual learning. Thus, the participants were expected to peruse scholarly articles and textbook chapters as well as watching related videos to course content and filling out the weekly charts accordingly. With these tasks, the researchers thus were able to observe the progress made regarding awareness of reflectivity at all levels: Our analyses of chart contents suggest that the majority of the participants moved from a rather a basic level to a highly reflective on concerning utilization of English at an international level. This study has significant implications for teachers of English, language learners, material designers and policy makers.

Keywords: English as an international language, reflection, in-service language teachers

Significance of Extracurricular Activities in Improving English Speaking

Yonca Özkan, Erdoğan Bada
Cukurova University, Turkey

Please type or copy youSpeaking, being one of the two productive skills is probably the most desired skill language learners would aspire to improve. Most language learners complain of having relatively satisfactory command of skills other than speaking and yet find it extremely difficult to hone. Therefore, with this mind we embarked on this study by inquiring the participants' perceptions prior and post their participation in a speaking club in a newly established student club aiming to improve their speaking skills. The participants are all students of school of foreign languages, Cukurova University with A2 level of English. All club members took English classes for at least one hour in the activities designed and run in line with the content of the curriculum of the school. This case study inquired students' perceptions pre and post of each activity regarding built-up of self-confidence and general sense of improvement in this skill. Results of the study illustrate that while participants were rather hesitant, and lacked self-confidence and competence in oral skills at the beginning of the launch of speaking club, as time passed by they became more enthusiastic in joining activities and felt a significant progress in terms of confidence and competence in expressing themselves in English while conversing either with their peers or their instructors. The study provides significant implications for language schools, their administrators, students and instructors.

Keywords: English language learning, speaking skill, learner perceptions

Examining Postgraduate Studies on Feedback in Foreign Language Teaching:

A Content Analysis Study

Hilal Kazu, Eda Şekerci
Fırat Univeristy, Turkey

The aim of this study is to examine the master's and doctoral theses published on feedback in the field of Foreign Language Education in accordance with the determined criteria. In the study, document analysis was used as the data collection method. Thematic content analysis, one of the qualitative research methods, was used. Within the scope of the research, 63 postgraduate studies in the foreign language field published between 2010-2022 in the National Thesis Center of the Council of Higher Education were examined. The articles were analyzed based on the year of publication, university, institute, department, method/model and design, sample type, sample size, data analysis technique, oral and written feedback, peer and teacher feedback, implicit and explicit feedback. According to the findings, it has been determined that the majority of theses were published in 202. It has been seen that postgraduate studies are mostly carried out in the Institute of Educational Sciences. Mixed research method was used in most of the theses. Students were mostly chosen as the sample. The sample size was mostly studied with 3-1409 participants. Questionnaires and compositions constitute the majority of data collection tools in the research. It was concluded that most of the studies were conducted in the field of written feedback. In the written feedback studies, it was observed that the explicit notification was preferred to the implicit notification by the students. It has been determined that there are more postgraduate studies on peer feedback than teacher feedback. The number of peer feedback studies can be increased.

Oral feedback has not been adequately processed in postgraduate studies. More studies can be done on this subject at postgraduate level.

Keywords: foreign language teaching, feedback, feedback types, content analysis, postgraduate studies

Implementation of SOLO Taxonomy in Complex Assignment

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Current reform of secondary education aims to advance understanding of learning process among the teachers and students. It focuses on close observation and assessment of students' learning process in different ways, but that process mainly is conducted on the bases of SOLO taxonomy. Established practice does not describe students' accomplishments and imperfections in a detailed and clear way and the way how to achieve success is not often discussed. In order to recondition the existed situation, new method of assessment based on SOLO taxonomy is introduced, that implies close observation of learning process, active discussion of studying techniques and appropriate advice to help students to find individual and acceptable way to become a successful learner. The process of implementation of new assessment techniques is not very easy as it requires deep understanding of learning and assessment processes, finding and mastering the art of giving advice. The article gives outcome of research interviews conducted among the teachers. They speak about the difficulties of using solo taxonomy in their practice. The article provides the analysis of the interviews and gives recommendations to make process more flexible, acceptable and less time consuming for teachers. Shared experience and ideas may be helpful for teachers who are trying to handle with current novelties and are willing to enrich their experience, skills and knowledge related to new techniques of giving assessment and using SOLO taxonomy. ease type or copy your abstract here.

Keywords: SOLO taxonomy, observation, assessment.

Groups as Psychological Construct in English Language Classroom

Nino Tvaltchrelidze
International Black Sea University, Georgia

We have witnessed the unprecedented development in English language teaching methodology during the last decades. However, English language classrooms still face difficulties in terms of learner confidence, speaking reluctance and questioning abilities. Together with pedagogy the vast disciplines of educational and social psychology inform educators about how people learn and what effect social interactions have on language learning. Understanding of psychological issues like group dynamics, motivation, feelings in the classroom will make teachers more empathetic and their classes more tailored to learner needs and emotions. This article will discuss the importance of groups, and personalities- groups develop in language learning classroom and how relatedness to particular types of groups may influence how learners go about learning. Please type or copy your abstract here.

Keywords: Educational psychology, groups, language learning

Teaching Through Projects as a Motivating Factor for the School Community

Diana Nemsitsveridze
Akaki Tsereteli State University, Georgia

Project and project-based teaching as an activity and method became relevant in the field of education in the early twentieth century. Working on a project is a variety of work aimed at solving a specific problem or implementing an initiative that develops research, creativity, collaboration, communication, and all of what we call twenty-first century skills. Development of all of these skills is crucial in the modern world. Project-based learning enables active and purposeful learning and is a special form of learning that motivates students. Teaching through projects increases the potential and ability of teachers and students to gain competence, thus raising the level of self-esteem, which is one of the most important things in the process of raising and maintaining internal motivation. The abstract and the research describes the impact of international and national projects on the increasing and maintaining motivation levels, how new approaches, teaching web-tools have been planned and integrated into the classroom and what role these factors have played in motivating the school community.

Keywords: Research, Projects, PBL, 21st Century Skills, Motivation

How Grammaring Drives

Elena Tsatsua
Ivane Jvakhishvili Tbilisi State University, Georgia

The educators can agree on the fact that the teaching process is not linear, especially, when we speak about Second Language Acquisition. All the stages of the effective lesson are processed so dynamically that it should finally obstruct the strict set rules of learning English grammar. According to the surveys, traditional grammar teaching mostly causes boredom and demotivation in learners which lessens the chances of effective language communication. However, we need to consider three main components to think about grammar through a form, meaning, and use (FMU) perspective proposed by Diane Larsen-Freeman, (2015). Such a communicative approach could be a scaffolding method for learners, first to understand and then integrate sets of structural patterns in communication. However, during my presentation I am going to consider grammaring (Diane Larsen-Freeman) as a process beyond a form, meaning, and use. It is worth mentioning that a dynamic approach could ensure communication through feelings, perceptions, and senses which I think are disguised in grammar structures. Above all, focusing on the emotional connection of the language pattern while teaching grammar, helps the teacher to challenge the learner's brain neurons and push the information into long-term memory which eventually ensures quality education. As an example, we can bring 3rd conditional and feeling of regret. Personalization of the grammar structure is derived from cause and effect theory which directly is linked to real-life scenarios and experiences of 21-st century skills. Individual paths of the students definitely show that there is something more than the rules and frames in learning a language and this is a humanization of grammar patterns which itself drives grammar teaching and the learning process becomes more productive.

Keywords: Grammaring, form, meaning, use, emotions, dynamics

Focusing on Emotional Intelligence/Soft Skills at EFL Lessons During Pandemics

Nino Chachanidze
Ilia State University, Georgia

The abstract is consecrated on the development of Emotional Intelligence/Soft skills during pandemics via online synchronous and asynchronous teaching. Because of COVID 19, the social life attitudes are changing and they are reflected in schools and universities. In the educational field supporting and developing Emotional Intelligence/Soft skills are influenced by synchronous and asynchronous online teaching. Consequently, they have gained their relevant communication etiquettes. If during remote synchronous teaching we trace very little difference in comparison with face-to-face one, in Asynchronous instruction it seems more problematic. The activities which will be demonstrated together with the lesson plan for the online EFL teaching will be helpful for teachers in order to cope with the challenges of EQ advancement at different levels of study.

Keywords: Emotional Intelligence, Soft Skills, EFL lessons, synchronous, asynchronous, pandemics

Higher-level Reading Skills in English Language Teaching in Georgian Secondary Schools

Nino Nijaradze, Mariam Chikovani, Ketevan Dogonadze
Akaki Tsereteli State University, Georgia

Reading was a key area of traditional approaches in English language teaching in Georgia for many decades. We could argue that it remains one of the more important skills at present considering its share in the assessment instruments at all levels. However, at the university level, when English language learners have to deal with academic texts, the limitations in their reading skill development become very evident. This concerns mostly higher-level reading skills. In order to understand the challenges that we face in this regard, it is crucial that that the nature of reading and the cognitive processes involved are understood fully. Thus, the paper aims to study how reading literacy is conceptualized in the National Curriculum of Georgia as well as several international assessment instruments. It also reviews the tools and tasks that are used to develop higher-level reading skills in lower and upper secondary level textbooks in Georgian schools. The paper identifies the gaps and inconsistencies existing between the school curricula as revealed in the coursebooks and the demands of the National Curriculum as well as modern approaches to teaching reading in a second/foreign language. It also suggests the ways of improving learners' higher-level reading skills including techniques and activities that can be incorporated in the English language curriculum at school as well as university level.

Keywords: Higher-order reading skill, ELT textbooks, reading literacy

Georgian Secondary Students' Satisfaction with the English Language Teaching / Learning during Distance Education

Teona Khachidze
International Black Sea University, Georgia

This paper aims to assess Georgian students' satisfaction with the English language teaching / learning during distance education. Secondary students from both – public and private schools of Tbilisi, Georgia participated in the quantitative research. A 5-point Likert scale questionnaire was used to answer the following research questions: 1. Are students satisfied with the English language teaching / learning during distance education? 2. What made them most satisfied? 3. What made them least satisfied? The results showed that although the students' answers to some of the items are close to positive, the respondents think that virtual communication distracted them from the lessons and they are not satisfied with online learning. The article might be interesting for teachers delivering online lessons and researchers working on the topic.

Keywords: Students' Satisfaction, Secondary Students, English Language Teaching / Learning, Distance Education

Why do we need to strictly observe citation and referencing rules?

Natela Doghonadze
International Black Sea University, Georgia

Nowadays, much attention is paid to ethics of research, including plagiarism issues. There are several formats such as APA, Chicago, MLA, etc. which are applied in different publishing houses and journals concerning educational research. This is very irritating for young researchers, as, instead of working on bright innovative ideas, they need to concentrate on capitalizing, italicizing and other formal things like full name or initials, year of publication in parenthesis or not, etc. So, do we only need to observe citation and referencing style only to be published and/or defend the dissertation? The paper will try to explain certain conventions in citation and referencing rules as really necessary ones but also join the unhappy scholars whose articles and even dissertations are at risk due to several errors in their reference list.

Can Learning Scales Provide an Antidote to 'Curse of Knowledge'?

Ekaterine Pipia, Nikoloz Parjanadze
International Black Sea University, Georgia

Please type or copy your abstract here.The paper introduces the concept of 'curse of knowledge' and analyzes how important it is for the educators to view the clear-cut picture of their learners' progress towards attaining the predesigned learning outcomes. Using learning scales as a formative assessment tool in the process of diagnosing learners' progress can help the educators respond to their learners' needs, requirements and demands productively. Learning scales serve to promote learner autonomy and responsibility while enabling learners manage their learning process independently. The presented paper outlines the practical strategies and techniques how to write and use learning scales in a democratic, student-centered context.

Learning Objectives: A Challenge or an Opportunity

Mariam Bandzeladze
International Black Sea University, Georgia

Learning objectives are essential for leading effective teaching and learning process. Learning objectives that are outlined carefully and considerately help to articulate what students should be able to do as a result of the specific lesson; therefore, learning objectives help to clarify, organize, and prioritize learning, consequently, fostering the attainment of more effective outcomes. It has been agreed that clearly defined, result-oriented learning objectives help teachers to keep students engaged in the learning process, whereas the learners develop all the skills relevant for the autonomous learners. Students are able to evaluate their own progress and take responsibility for their learning. The present article scrutinizes the benefits and challenges of defining learning objectives. Furthermore, it summarizes teachers' and students' perceptions regarding the necessity of the learning objectives.

Impact of Online Educational Games/Platforms on Private Middle School Students' Engagement (A Case Study of Georgia)

Mariam Bolkvadze
International Black Sea University, Georgia

As the pandemic movements continue to sweep across the educational landscape all over the world, educators and practitioners are exploring and attempting platforms at the lessons. The active use of technology is essential for students' interest, the need for this was further expressed by distance learning. The main problem of Georgian online teaching process is full adopting of online resources, using tools and platforms for interactive teaching-learning process. The goal of the research was to identify importance of platforms for effective distance teaching and for students' engagement in a lesson. Different platforms are discussed in the research as well and it may be useful for teachers. Significantly, the study found that students are more interested and engaged in the lessons when teachers use different

platforms, because the learning process is not boring. Findings of the study recommend using platforms for interactive teaching-learning process.

Keywords: Distance learning; Motivation; Platforms; Games

The Influence of the Transformational Leadership on Students Class Participation (A Case Study of Georgia)

Eliza Kintsurashvili
MA Candidate, Georgia

The major points of this article are the influence of transformational leadership (TFL) on student effectiveness and motivation at school. Furthermore, this analysis identifies different aspects of transformational leadership theory which is more significant to practice for students' future development. The current research paper focuses on using transformational leadership to increase the rate of student class participation and detect the requirements of students based on their mental and physical abilities. This study emphasizes the significant problem related to inactive and unmotivated students during the learning process and shows that the right approaches can change a student's attitude towards learning and give him / her boundless opportunities in the future. The main objective of this paper is to identify and discuss "transformational leadership in schools", what is main for student's effectiveness, and allow readers to understand the concept of inspirational motivation and analyses how intellectual stimulation affected student's participation at school and also, the paper will enable people to see a vibrant difference between the effectiveness of transformational leadership in the teaching process and the consequences when it is not used by educators at school. This document provides detailed information on the importance and effectiveness of transformational leadership.

Keywords: Transformational leadership, Students' effectiveness, Inspirational motivation

The role of administration in designing effective teacher's professional development models at school.

Mari Makharashvili
MA Candidate, Georgia

The purpose of the study is to explore the role of administration in designing effective teacher's professional development models at school. A rapidly changing educational environment has brought the necessity of setting new strategic ways to form democratic, student-centered, adaptive, initiative and self-directed teachers. It has become the norm for most educational institutions. Teachers are the major instrument for achieving educational goals. Accordingly, the main goal of school administration is to increase the competence of teachers, which has a clear and direct impact on students' academic achievement and future success. School administration -as a school main governing body has an opportunity to create a positive environment for teachers, promote their self-efficacy, encourage experimentation, support mutual understanding, shared values and implement content and assessment of professional development outcomes. Administration attention is necessary for education sector in order to contribute progress of all other sectors of the society. (Reimers, 2003)

Keywords: role of administration, effective models, teachers' development, educational goals, students' achievement, society progress

Utilising Moodle for Online Assessment of STEM Problems

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Durban University of Technology, South Africa

In the wake of the COVID-19 pandemic, Engineering departments at the Durban University of Technology had to quickly move teaching and assessment to online platforms. The primary challenge to offering assessments online, was adapting typical engineering problems, to a format capable for use on learning management systems, such that the academic integrity of the assessment was maintained. This paper describes the possibilities offered by the learning management system (LMS), Moodle, to offer assessments, for Science, Technology, Engineering and Maths (STEM) problems, such that the fundamentals are assessed, whilst maintaining academic integrity. Many of these problems are calculation based, so specific strategies for question selection, question structure, variable randomisation and marking, in an online environment, were utilised, and are described herein. The paper looks at assessments, used in the modules Environmental Engineering, Fluid Mechanics 3 and Thermodynamics 4, and compares performance of students in the on-campus and online offering of assessments to determine if the strategies employed were effective. The results show that it is possible to format engineering assessments for offering on a LMS such as Moodle, with reasonable confidence that they can both test students' knowledge of calculation-based, and other question types, whilst minimising opportunities for cheating.

Keywords: Moodle, assessments, online, engineering education

Can Global skills be acquired in the classroom?

Ekaterine Vatsadze
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Can Global Skills be acquired in the classroom? The aim of the paper is to reveal the importance of teaching and learning global skills in the epoch of globalization and technological blooming in the classroom. Education has nuzzled the concept of reasoning and thinking skills in the auditorium/ classroom. Apart from ability to memorize information, students need a broader and more global set of skills. The term- Global skill refers to the infinitude of livening skills that students need to maneuver through the different aspects of their real life. Global skill is quite an all-embracing term as they beseech almost every part of a student's life, veritably – from their studies or future career to citizenship, relationships and self-management. Although Global Skills are not as easy to classify as other skills, such as writing, reading, listening, speaking skills, they can be grouped into four main sets: Thinking, Learning, Working and Social. To reach the aim, the article uses descriptive, qualitative methods. On the base of reviewing articles discussing the issue, we may conclude that Global skills for the time being involve four main skills: thinking, learning, working and social skills and they can be mastered in the classroom via different activities. Thinking Skills consists of analysing information, using imagination, thinking critically, making decisions and solving problems. It applies to mental processing and reasoning. Learning Skills apply to studying and ranges from numeracy and literacy to learner autonomy and adaptability. Working Skills which includes communication, collaboration, teamwork and organisation aims at employment. Social Skills are required to make a successful relationships and to be a successful citizen. It includes developing sense of responsibility independence and, it also challenges stereotypes and enhances cultural awareness.

Keywords: Global, social, learning, working, thinking, skill

The Ways of Integrating Transferable Skills in Your Classroom

Guranda Khabeishvili
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Please type or copy your abstract here. Despite many efforts to promote transferable skills development, it remains a challenge for Higher Education Institutions (HEIs). The primary objective of HEIs is to create a dynamic learning environment by incorporating a number of teaching and learning methods that can ensure the development of transferable skills in learners (Lacasse,2009). In spite of the fact that the definition of the concept carries

interchangeable nature, it is commonly agreed that these are the skills, which are relevant to a range of disciplines, and can be transferred to different settings (Commission, 2016; UNICEF, 2019; McGrath &Rogers, 2019). In light of this, it is significant to identify and implement the teaching strategies that facilitate the transferable skills development. This paper sheds light on various approaches that could be integrated to foster skills development in the classrooms. It discusses 'embedding', 'bolt on' and 'integrating' approaches (Chadha, 2006). The paper examines the ways to integrate various methods, such as cooperative learning, problem-based, active learning and experiential learning. Besides, it overviews a practical application of some activities and strategies that can activate the skills, and promote an active learning environment.

Keywords: transferable skills, higher education, learning process, active learning, Bloom's taxonomy, active learning, student-centered learning model

The Technical Side of Distance Education and Its Management

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This article covers some specific problems connected with the technical side of education and its management and it also deals with the discussion of significant issues that universities have to consider, such as how to assist students without reliable internet access or technology to participate in digital learning, their monitoring, and also the aspect of the didactic and course delivery in the process of distance education. Distance education during the COVID-19 pandemic has interrupted synchronous learning for many students and teachers and nowadays it is the main direction in modern education, as it allows students to study wherever and whenever it is convenient — there are no regular classes to attend, and all the information you need is delivered online, yet, we still are not aware of the lasting impacts of distance learning, whether it offers the same value as learning in a classroom or not.

Keywords: Distance education, digital learning, monitoring, technology, management;

How to Teach Empathy at University

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Globalization caused technological, socio-economic, political and cultural changes. Accordingly, it caused changes in education. Global world requires new citizens with new skills. Soft skills are crucial in the life of any person in the 21st century. Without them it is very difficult to be promoted   first at university and then at work. Soft skills help students be ready for the challenges they may come across in their life. Empathy is one of the soft skills. Be empathic means to have a great opportunity to be self-confident, promoted and respected. The article deals with the importance of empathy as one of the main soft skills, which is the ability to see the world through the eyes of another person. The aim of   the article is to show the role of empathy as a skill, which helps students in learning and academic achievements and at work after graduation from the university. The article shows the whole procedure of teaching empathy skill as an extra curriculum activity, its assignments, students' reflections, teachers' feedback and final formative assessment. Working on empathy skills requires several weeks. But it raises students' awareness of importance of empathy in the 21st century.

Keywords: empathy, soft skills, feedback, assignments, activities, reflection.

Public Speaking in Georgian HEIs: Teachers' Perspectives on Efl/Public Speaking Integrated Course Implementation

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In view of the inherent interconnectedness of language and communication, teaching a language is nothing but refining communication skills. Modern world places paramount importance on communicative language teaching, therefore we must highlight its main aspect-authentic communication, which is exemplified by public speaking. The aim of the article is to showcase teachers' readiness and desire to implement an integrated English public speaking course at tertiary level in Georgia. For that purpose, we conducted a survey among teachers representing some private and some state universities in Georgia and through a Likert-scale questionnaire gathered information about their attitudes regarding the offered course. It was disappointing to find out that public speaking is not emphasized as heavily in their curricula despite integrating minor aspects of it in some subjects. However, the survey results seemed to be quite promising, indicating that instructors' attitudes, which are one of the primary determinants of effective course implementation, are positive and encouraging. In particular, they believe this course will enable students to overcome language-related communication challenges, prepare them for real-life situations, and most importantly overcome stage fright so they can become confident public speakers.

Keywords: public speaking, higher education, stage fright, teacher, EFL

Gas! Gas! a Poststructuralist Perspective on Wilfred Owen's "Dulce Et Decorum Est

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Not every war yields an abundance of eloquent writing. Even fewer produce the kind of evocative poetry that comes down to us from the First World War, "The Great War," that war that promised to be "The War to End All Wars." That is not to say that those works are new or unique, as war poetry can be traced back in literary history thousands of years, to Enheduanna's Lament to the Spirit of War, Li Po's Nefarious War, to Homer's Iliad, and, briefly, to the Psalms of David. This study asserts the existence of a bifurcation in the reading of war poetry, a duality of intent on the parts of the authors, at least as perceived by the readers. Some poetic narratives intend a celebration, even a glorification of war, while others recoil from the horrors of war and create their own anti-war poetry genre. We find that this division, perhaps more a spectrum than a distinct bipolarization, lends itself to a poststructuralist perspective, one in which the number of meanings in a text is infinite.

Keywords: Dulce et Decorum est, gas, Horace, war poetry, Wilfred Owen

Gender-based violence expressed in abusive TikTok videos directed against female Bedouin students

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Media literacy presents a challenge to any society facing modernization that brings with it technologies and innovation requiring constant learning and adaptation of the ways to receive and interpret information. Modern societies welcome these changes, but traditional and conservative one's erect barriers, raise objections, and adopt interpretations that reflect threat and anxiety about the change. In response to these trends, a phenomenon of strong opposition to change developed, described as a backlash mechanism (BM). BM describes conservative responses to social, political, or liberal change. One of the manifestations of BM in Bedouin society is the distribution of abusive TikTok videos that allegedly "document" young women walking around in public space in violation of the norms of tradition, religion, and family honor, and who must be punished for doing so in various ways. In the present study, we examined how the abusive TikTok videos threaten young Bedouin women and their ways of coping with these threats. The study involved 30 female Bedouin students aged 18-21. The findings of the study show that most videos adopt four forms of abuse of young Bedouin women: allegations of immoral behavior, posting pictures of young women taken out of context, accusing them of harming morality by appearing in immodest clothing in public space, and uploading Photoshop-edited content reflecting behavior incompatible with traditional and religious values. Abusive videos are perceived by Bedouin society as "proof" and lead to blaming young women for violating dignity and morality. The main recommendation is to act toward the creation of public opinion in Bedouin society that rejects the BM phenomenon and condemns it. The BM indicates the presence of force that can no longer be ignored: the process of women's progress toward new, stronger positions. BM can interfere with this process but cannot stop it.

Keywords: Media literacy, female Bedouin students, backlash mechanism, TikTok videos, Gender violence

Ernest Hemingway's Writing Style and Georgian Prose of The Mid-Xx Century

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The given research aims to study and analyze the possible influence of Ernest Hemingway's writing style on Georgian prose of the mid-XX century (most significantly, 1950s and 1960s). It is universally known that Ernest Hemingway's unique writing style has had an enormous impact on various writers. His work remains highly relevant and influential even today. This is especially true about the works written in English, but literary prose created in other languages is not an exception. Certain stylistic peculiarities characteristic for Hemingway's writing can be traced in literary works written in various languages. It is particularly interesting for us, Georgians, how all these aspects were reflected in Georgian prose of the mid-XX century. This particular paper (which is a part of a larger ongoing research) focuses on certain significant peculiarities of Georgian prose of 1950-1960s that might be connected to Hemingway's writing. In this respect, Guram Rcheulishvili's (1934-1960) works (especially his short fiction) should be particularly distinguished, but literary works of other Georgian authors are not at all less important. The research involves the analysis of prose works of some Georgian writers of the given period in the context of tracing similarities and parallels between them and the characteristic features of Ernest Hemingway's writing style. At the same time, it is important to study and reveal how Hemingway's method was reflected and transformed in Georgian prose.

Keywords: Hemingway, writing style, Georgian prose

The Impact of the Symbolism of the Color Black on English Similes

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The presented paper focuses on the analysis of the usage of the color black in similes and its symbolic loading in the mentioned stylistic device. A simile is one of the most common means of achieving imagery in literary speech. It is widely used in both prose and poetry. Scientists also resort to them in order to popularly explain any phenomenon; they

are used by publicists as a means of vivid speech expression. A simile is an excellent tool to make writing more impressive and unforgettable without losing clarity. It gives any language a more interesting, expressive, and creative tint and evokes more emotions. During the research, it was interesting to find out whether the color black in similes is used simply as a color or in its symbolic meaning. The color black is inseparable from dark and deep. The lack of light is perceived as depth or as something that covers the source of light. Exactly the abyss without light was considered by W. Shakespeare while saying My black and deep desire. The offered research was conducted based on idioms with the color black and the material from literature. It turned out that in literature, the color black is more symbolically loaded than in idioms.

Keywords: Black, color, simile, symbolic meaning, emotional loading.

Georgian "Ulysses" in the Making

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The 2022 year marks a centenary since the first printing of "Ulysses" and a decade since the publication of the first complete Georgian translation of the novel. The name of James Joyce in Georgia is inseparable from the name of Nico Kiasashvili, the pioneer James Joyce scholar and the translator of "Giacomo Joyce" and "Ulysses." The paper deals with the history of translating "Ulysses" into Georgian – Nico Kiasashvili dedicated more than 20 years of his life to this Herculean task. We try to play the tribute to the man who not only introduced James Joyce to Georgia but has also enriched and changed the Georgian language just the same way the greatest literary experiment ever- "Ulysses" has changed and enriched the English language. The paper studies the process of translating "Ulysses" from 1967, when "Literaturuli Sakartvelo" published the translation of several opening pages of the novel to 2012 when finally the full text of "Ulysses" (with extensive comments) was published by "Sulakauri Publishing House." The paper highlights the importance of Nico Kiasashvily, as a founder of James Joyce's research in Georgia, and deals with some aspects and difficulties of the translation. The source materials for the paper are Nico Kiasashvili's scientific articles, his correspondence with JJQ, the interview with Emily Tall from the State University of New York at Buffalo, and the memoirs of the translator's daughter and students, as well as their articles on various aspects of translating "Ulysses." The employed research methodology is based on genetic criticism.

Keywords: Joyce, Kiasashvili, translation, "Ulysses", Genetic Criticism

Importance of Creating and Using Parallel Corpora in Translation Studies

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Application of the corpus-based approach in translation pedagogy and research has become increasingly popular all around the world. However, its importance in our country has not been fully explored or tested so far. The aims of this article are to discuss the effectiveness of the corpus-based approach and other advantages it provides for teaching translation. We hope that sharing our experience will encourage teachers to implement the method in translation classrooms. The article will review the literature on the application of the corpus-based method in translation studies. It will also discuss the importance of parallel corpora both in practical and theoretical directions of translation. We will also try to demonstrate the benefits of using the corpus-based approach in teaching translation. And finally, we will present examples of the analysis based on parallel corpora.

Keywords: Corpus linguistics, translation studies, parallel corpora, comparative analysis

Klara, or the Art of Learning Empathy from Robots

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In Kazuo Ishiguro's latest novel, we meet Klara, a robot and the narrator of a story set in the near future. She is designed as an AF (artificial friend), whose main goal is to keep company to a an ill girl. Throughout the novel, the reader is presented with several situations that escape Klara's understanding but that she nevertheless meets with courage and empathy. It is the latter aspect that we aim to analyse in this paper, looking atthe wider question of the role of technology and it role in the development of our emotional lives, whether as individuals or as citizens integrated in society. We aim to do so by exploring the meaning of empathy in the 21st century and how Ishiguro's literature can contribute to a wider discussion on this topic, whilst forcing a reflection upon the role language and literature have in articulating this topic.

Keywords: Ishiguro, Robots, Empathy, English Literature

A True story of an English Butler. Ishiguro's The Remains of the Day.

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Most literary fiction books and movies have stereotyped image of an English butler as "a male servant and head of the household", who is very devoted to his wealthy landowner, manages the staff, controls the finances budgeting for housekeeping expenses, perfectly knows table etiquette as well as all family secrets of his master. He seems to become almost a member of the family, his occupation is honorable and his son also does his best to master the same profession and inherit the position. But what is the other side of our perception?! Ishiguro's The Remains of the Day tells a story of an English butler Stevens who has dedicated all his life to his duties and has had a fear of sharing a close emotional or physical relationship with the people who surrounded him. All his life he has aspired to be a true English perfect bachelor who in the name of duty gives up his father and the woman he turned out to love. The main priority of his life was a job of a butler of his master Lord Darlington whom he blindly trusted. Such traits of personality lead to neglect the individual interactions with the people around him, neglect building emotional attachments. Being afraid of expressing his thoughts or feelings Stevens has been like a castle who never let anyone in. After the WWII the world changes completely, the butler's expertise and competence are no longer in high demand. As a result, at the end of the story the elderly butler experiences a great feeling of loneliness, emptiness and estrangement.

Keywords: tradition, duty, greatness, Englishness

Literary Predictions and Parallels on Tyrant's Greed (A Case of Russia-Ukrainian War)

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In order to understand what is happening around us, first we have to indulge in world literature. We, as society, change every day and without the timestamp provided by literature, we would understand very little about the past. The words have the power to kindle meaning, inspire a nation while remaining everlasting, while also surpassing their author. The importance of world literature in today's world is indisputable. Some novels reflect life and guide us into comprehending

the society we live in. We may easily engage with writers' subconscious through their tales. But, literature mostly emphasizes the importance of understanding contemporary issues such as war. The aim of the article is to draw parallels between literature and ongoing Russia-Ukrainian war, based on the literary work of a Russian author, Leo Tolstoy, "How Much Land Does A Man Need?". Although the author has been dead for centuries, present audience do not regard him as a historical relic, on the contrary, his work is considered to be timeless. Russian literature has affected the perspective of Russian leaders in the same way as it has influenced the everyday lives of ordinary society. Putin has stated that he enjoys Russian literature. He has mentioned Tolstoy and Dostoevsky as some of his favorite writers in several interviews. Researchers have previously been skeptical of Putin's cultural literacy, pointing out discrepancies between his administration's activities and the concepts conveyed in the works he claims to like. This subject has been raised since the Soviet era, but it has taken on increased relevance in the aftermath of Russia's invasion of Ukraine two months ago. It looks like Putin is following Leo Tolstoy's words directly, "If I stopped now, after coming all this way – well, they'd call me an idiot!", without conscious analysis of its integral meaning.

Keywords: literature, Russia-Ukrainian war, world leaders, greed

Narrative Perspective: Comparing Harry Potter and Emma

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"I revere Jane Austen," says J.K. Rowling, showing her admiration for British culture and the Western literary canon by letting us see her magical world through Austen's lens as she adapts the narrative perspective of "Emma" in the Harry Potter series. The following study of Joan Rowling's "Harry Potter" series focuses on the point of view that it shares with Jane Austin's "Emma." This paper compares the narrative voice in both texts and argues that the authors hide clues to crucial and detrimental issues in mostly comic or seemingly insignificant episodes.

Keywords: Harry Potter, Narrative perspective, Rowling, Emma, Austen

Phonetic Prosody and Emotional Expressiveness in Jazz Poetry

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Conceived within the Harlem Renaissance, jazz poetry belongs to a literary genre. This poetry implies jazz-like rhythm or the feel of improvisation which is demonstrated by phonetic prosody and characterized by high emotional expressiveness. Phonological syncope and repetitive phrases incorporated with other phonetic phenomena rise an emotional coloring of such literary texts. The given paper is focused on the linguistic analysis of the amazing works of jazz poets. Consequently, the study aims to identify specific phonetic and phonological cases as well as the set of literary and stylistic means generating high emotional expressiveness of such literary texts.

Keywords: jazz poetry, Harlem Renaissance, phonetic prosody, emotional expressiveness, phonological syncope

Lady Lazarus As the Mythical Phoenix Rising Out of Ashes to Take Revenge on Men

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Sylvia Plath is one of the most admired and dynamic poets, novelists and short-story writers of the 20th century. Plath's works have touched a countless amount of readers with their wrenchingly expressive treatment of the dark side of the human experience, such as despair, stormy emotions and morbid obsession with death. Sylvia Plath is considered to be one of the main representatives of the genre of confessional poetry in English-speaking literature. Plath's poems are intensely autobiographical. They explore her own mental suffering, her troubled marriage to poet Ted Hughes, unresolved conflicts with her parents, and her own vision of herself. She has transformed her distress into poems full of pain, challenge and anger. "Lady Lazarus" is considered one of Plath's best poems, which belongs to the genre of confessional poetry. It is a free-verse lyric which depicts Plath's mental state while she was going through tough times and her mind was flooded with suicidal thoughts. The title of the poem is an allusion to biblical character "Lazarus of Bethany", who was raised from the dead by the magical power of Jesus Christ. The poem is written from the perspective of a woman living in a patriarchal society, in a male-dominated world. The narrator, who is Lady Lazarus herself, blames her suffering on the men whom she views as suppressing her. Death, depression, pain, and power are the major themes of Plath's poem which depicts the tragic life of a protagonist - a lady and her several suicide attempts. Plath gives a detailed description of the heroine rising out of the grave. Being resurrected from ashes like phoenix, who symbolizes rebirth and immortality, she warns men, that she will "eat men like air", meaning that she is no longer a powerless victim and is ready to take her revenge on them.

Keywords: Confessional poetry, free verse, stanza, allusion, Lazarus of Bethany, the Gospel of John, New Testament, tercet, the Holocaust, the Nazis, phoenix, symbol

Pandemic Fear and Red Death in Jack London's "The Scarlet Plague"

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Jack London was a US writer and journalist and author of classic novels. His works often contain explicit critics against capitalism and war. Numerous stories London wrote would today be classified as science fiction, and some had pandemics and infectious diseases as subjects. "The Scarlet Plague", originally published by Jack London in 1912, was on of the first examples of a post-apocalyptic fiction novel in modern literature. "The Scarlet plague" fees contemporary because it allows modern readers to reflect on the worldwide fear of pandemics, a fear that remains very much alive. Through the personification of the plague, represented by a mysterious figure disguised as a Red Death victim, the author meditates on the inevitability of death; the issue is not that people die from the plague b but that people are plagued by death. In the novel, as in reality, human reactions to plague can vary greatly, but still all share a terrible fear, the fear of death - both as the end of one's life and as the end of civilization. Even though it was published a century ago, "The Scarlet Plague" presents the same concerns we face today, as demonstrated by the subsequent great success of this novel and the continuing literary theme of plague.

Keywords: Pandemics, plague, death, Read Death, victim, fear, disease, panic

Benefits of Using Case-Based Learning in ESL and EFL Classrooms

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Case-based Learning seems to be the most state-of-the-art methodology to be utilized in a foreign language classroom. Using CBLs enables teachers to make classroom environment more effective, engaging and inspirational. Besides this, CBLs foster critical thinking, creative thinking and analytical thinking skills in young and adult learners. CBLs also give learners an ability to observe what they excel at and what areas they need to improve themselves in. The aim of the given study to underline the benefits of CBLs and to reflect on the results obtained from the experiment conducted in six different target groups. It turned out that using CBLs in EFL and ESL classroom was very challenging and time-consuming for teachers because of the dearth of resources that and very beneficial and productive for the learners because their fluency, accuracy and a will to be fully involved enhanced. Furthermore, using CBLs importantly decreases the amount of skipped hours.

Keywords: CBL; EFL ; ESL; Classroom; beneficial

Social Nets for Developing the learning Skills

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In recent years learning languages through social interaction is very essential. Learners can simultaneously interact and learn. In the process while acquiring the language learners deal with the authentic texts of native speakers. These sites help learners to learn through interaction. We have used the descriptive method for the experiment in the study. The theoretical value of the article lies in expanding of the Wagner's theory for distinguishing the learning skills for the language communication and its implementation using mass media sources in ESL classes. Tony Wagner proves that there are several needed skills which help learners to master the language. These skills are as follows: 1. Critical thinking and problem solving 2. Collaboration across networks and leading by influence 3. Agility and adaptability 4. Initiative and entrepreneurship 5. Effective oral and written communication 6. Accessing and analyzing information 7. Curiosity and imagination The outcomes of the study shows that Youtube develops curiosity and imaginations among 40 percent of learners. Facebook is more frequently used by female users with learning purposes rather than male users as it serves agility and adaptability among 35 percent of users. If female users are more frequently using Instagram or Whatsapp, male users apply to forums or blogs for developing critical thinking and problem-solving skill. 15 percent of students use Instagram developing initiative and entrepreneurship. wikis and blogs for the means of learning accessing and analyzing information.5 percent of learners use wikis weekly and monthly.

Keywords: internet resource, social media, learning platforms

Re-defining the Concept of Motivation: Can EFL Teachers Encourage Students to Motivate Themselves?

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The concept of motivation has always been an interest of many scholars and researchers since it is a multifaceted and complex phenomenon in English as a foreign language (EFL) classroom. Due to its complex nature, there is no clear-cut definition of the construct. Moreover, the concept of motivation has been evolving over time: if it was viewed as a fixed trait in the 1980s, now it is seen as dynamic that cannot be regarded as a stable attribute in a learning process. Instead, motivation is perceived as a fluctuating construct that can be induced by many factors. The tremendous shift in theory development towards self-regulated learning (SRL) contributed to a new perception of motivation that emphasized students' conscious use of strategies to initiate and sustain their motivation. Within the framework of SRL, motivation has been labelled as motivation regulation or self-motivation. This conceptual article emphasizes the importance of teaching practices with a focus on enhancing EFL students' motivation regulation to write. The article suggests a pedagogical framework for implementing teaching practices to provide the ground for the promotion of self-

motivation. For this paper, recent studies on the application of motivation regulations strategies have been collected and their implication on EFL writing has been analyzed.

Keywords: Motivation, motivation regulation strategies, self-regulated learning (SRL), EFL writing.

Contextualized tasks in ELT

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Digital natives in today's classrooms require a number of significant changes in the teaching process, particularly in the instructional approach and resources. Because education takes place in a student-centered environment, students must be given the chance to tailor their learning experience. Therefore, the main focus should be on the autonomous learning component in the classroom and customizing material to individuals. However, adjusting materials to individual learners, their needs, expectations, and interests is a current issue while designing materials. This article focuses on materials development using contextualized task impact on learners` vocabulary skills. To measure how students, perceive textbooks and additional contextualized materials pre and post-questionnaires were used. All questionnaires were sent via email and the questionnaires included a part of informed consent. The survey results showed that resources tailored to student's interests and needs had a significant impact on vocabulary competency.

Keywords: Task, materials design, vocabulary competency, contextualized task.

Spurring Engaging Leaning Approaches in EFL Classes

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Please type or copy youKnowing English has become inevitable part of almost every human. Teachers are pondering the approaches to be used in their classes to make them more fruitful and productive. Developing four essential skills is quite effortful and even not sufficient to develop good communicative skills in students. Foreign language is straightly connected to interaction with foreign people. But for effective communication it's not sufficient to know good English as language learning is directly connected with building rapport around the world with people from different countries with different cultures. Consequently, to communicate with them involves various issues, besides fluency and accuracy it needs to know foreign culture, traditions, customs, gestures, body language. Apparently, it is strenuous for teachers to deal with this in a 50 minutes class several times a week, but they should be able to convey all the above mentioned points to students. The work tries to depict the way to make everything this plausible. It provides the option to cope with this arduous situation properly, this option implies implementing videos in our curriculum, as videos increase not only students' motivation and perception of a language but cultural knowledge as well. Students generally think that knowing English is sufficient to communicate well and they don't consider culture or body language as hampering factors, the work reflects their awareness of this issues according to the survey.

Keywords: learning approaches, motivation, cultural aspects, video classes

Teaching Modern Foreign Languages with Apps

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In the following document educators will get to know various apps that help teachers facilitate critical thinking, creativity, collaboration and communication through reading, writing, speaking and listening tasks, and also teaching grammar in the MFL (Modern Foreign Languages) classroom. The aims of the following work include: getting to know, presenting and sharing apps and materials that can easily be used in any classroom for any project or activity to enhance or create interactive activities for a better student participation, especially in the times of increasing need for remote learning and online teaching practice. In order to update teaching methods so that they allow for developing new skills, we need to abandon a broadcast approach to education, in which the role of a teacher was to provide students with information while standing in front of the classroom and in which students; activity was limited Aims also include the process of learning how to use the apps effectively when teaching MFL. Creating/generating usage ideas for various topics and encouraging motivation among students with interactive activities. It is going to be an inspiration for fellow teachers to put more enthusiasm and excitement into lesson planning and execution.

Keywords: Learning Apps. Interactivity, Critical Thinking, Creativity, Collaboration, Communication, Motivation.

Visual arts in English language teaching to arts and theatrical students

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Traditional methods of teaching English are not relevant to fulfill the needs of students who study visual and performing arts as they are more interested in artistic, dynamic, and meaningful education. Visual arts drawings, paintings, sculptures, printmaking, ceramics, design, crafts, photos and videos) inspire arts and theatrical major students, stimulate their critical thinking, and provide a range of effective tools for teachers. Visual arts improve their academic achievement not only in English, but also in specialty. They allow students to interpret the text and engage them more fully in content. Visual images direct the students to enhance their comprehension of reading passages and adjust their language skills accordingly.

Keywords: Traditional methods, visual arts, English language teaching, theatrical students

The Impact of Reading Comprehension Strategy Training on Undergraduate English as a Foreign Language Students' Language Proficiency (A Case of Iraq/Erbil)

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The present study is set to seek out the impact of reading comprehension strategy training on undergraduate English as a foreign language students' language proficiency in Erbil. The research sample embraces 57 undergraduate English Language Teaching department's sophomores in one of the private universities in Erbil. The data were collected throughout 20 weeks of language learning strategy instruction embedded in 4-hour Reading III course. The quantitative research method was employed to conduct the research. The obtained data were analyzed through SPSS 25 data

editor. The results suggested that students who went under strategy training treatment outperformed in reading comprehension proficiency comparing the students who have not. The results will offer some suggestions to English language teaching instructors and curriculum designers how they might implement language learning strategies into their course syllabus and program curriculum to enhance students' language proficiency.

Keywords: language learning proficiency, language learning strategy, language learning strategy instruction, reading comprehension strategy training, reading comprehension proficiency

Pre-service English teachers' distance learning experience

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Since 2020 distance learning has become the prevailing mode in education. All educational institutions had to adopt an online learning mode to prevent the spread of COVID-19. Higher Educational institutions in Georgia did not have much experience in this field until recent years. The goal of the study was to describe the pre-service English teachers' learning experience in online mode. The participants for the study consisted of 13 pre-service English teachers enrolled in the English Teaching Methods course in the Teacher Preparation 60-credit program at Telavi State University. In January 2021, the qualitative data was collected through an unstructured questionnaire. The results of the study revealed pre-service teachers' expectations for the course, attitudes to online learning, respectively advantages and disadvantages of online learning, and pre-service teachers' perception of themselves as English speakers.

Keywords: Pre-service English teachers, online learning, attitudes to online learning, pre-service teachers perceptions

The Role of Validity and Reliability in the Development of Online Testing

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The purpose of this paper is to show how students trust online tests and determine validity and reliability in the development of online testing. Pandemic situation changed every field in the world and it changed the education as well. Educational institutions moved into the online space which was the only decision they were able to make at that time. Online assessment through online proctoring was totally new challenge for educational institutions and they needed to deal with it successfully. Participants were chosen from English language centre. Validity of the questionnaire was identified according to Likert scale and Cronbach's alpha, later collected data from the participants was analyzed as well. The article summarizes literature that is available about online assessment and is interesting for people who are interested in this kind of assessment. According to the findings of the research, students prefer face-to-face testing as they do not trust online assessment because of not enough experience and skills.

Keywords: Online assessment, Online proctoring

IRCEELT 2022 | 12th International Research Conference on Education, Language and Literature

Effects of technology innovations in education.

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"A tool is just an opportunity with a handle" (Kevin Kelly). In the field of education, school leaders are always striving to improve their practices, the quality of their educational programs, and the total school program in general. These improvements are geared towards student success, whether it be through accountability measures like high-stakes testing or general programs that contribute to the overall wellbeing of students. By definition, innovation means the "action or process of innovating, through a new method, idea, or product." Innovation is a term used overzealously in the business and industry world and has recently made its rounds in educational jargon. As the great philosopher Plato stated, "necessity is the mother of invention." And we faced this necessity in 2020 when the whole world locked down and any kind of businesses including education system had to adapt to new challenge of "Digital World". So being involved in this field, using technology in our everyday teaching-learning process became an inseparable part of our lives. Face-to face activities should be modified with online resources and without technological skills the teachers and students won't be able to create the classroom environment where teaching-learning process is enjoyable, motivating and what's more result-oriented. Innovative practices in education involve how we use technology and harness its power. Our topic is worth discussing as it is paving the way to the students to build up 21st century skills and get educated in the environment where collaboration, creativity, intelligence, originality and quality are truly valuable that leads to successful, inclusive and sustainable schools. According to our teaching techniques and practices we will present good examples of technological effects on education through project based learning.

Keywords: technology, innovations, project-based learning, IT tools;

International Students' Satisfaction at Georgian Higher Education Institutions

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International student mobility is assumed as an important indicator for the degree of internationalization of higher education institutions. Globally ranked universities do aspire to provide meaningful international experiences and offer various student services to make international students' campus and university life memorable. Each university management clearly realizes that international students are key drivers for the future enrollments. They spread the name of the university across the world, opening it up for increased revenues, diversity, and windows of success. Thus, international students' satisfaction is essential for the university's leadership and management. The study tried to identify international students' overall satisfaction at five Georgian higher education institutions. What measures university management applied to attract and retain them, how they are supported at pre and during study period and whether their expectations have been proved or not. As a consequence, quantitative research was delivered to the specific group of (international) students at five higher education institutions in Georgia. The study revealed, external factors such as safety of the country, low terrorism and criminal rate, not high tuition fee and cost of living or flying, closeness to Europe makes the small country in the Caucasian Region attractive for the international students. On the other hand, internal factors like western-styled higher education model, quality of education and qualified academic staff increases competitiveness between universities locally and internationally. As for the weaknesses, oversea students named lack of scholarship opportunities and temporary jobs possibilities during the study period. Please type or copy your abstract here.

The Technical Side of Distance Education and its Management

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This article covers some specific problems connected with the technical side of education and its management and it also deals with the discussion of significant issues that universities have to consider, such as how to assist students without reliable internet access or technology to participate in digital learning, their monitoring, and also the aspect of the didactic and course delivery in the process of distance education. Distance education during the COVID-19 pandemic has interrupted synchronous learning for many students and teachers and nowadays it is the main direction in modern education, as it allows students to study wherever and whenever it is convenient — there are no regular classes to attend, and all the information you need is delivered online, yet, we still are not aware of the lasting impacts of distance learning, whether it offers the same value as learning in a classroom or not.

Moving from classroom study to online format. Challenges for top management during the crisis and search for a solution.

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An unprecedented crisis in all areas was caused by the coronavirus disease (COVID-19) pandemic. Education was no exception. Emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact. Top management of HEIs faced huge difficulties to switch the system from classroom study to online format that also impact on the quality of education. Countries around the world have adopted in response to the crisis are related to the suspension of face-to-face classes at all levels, which has given rise to three main areas of action: the deployment of distance learning modalities through a variety of formats and platforms; the support and mobilization of education personnel and communities; and concern for the health and overall well-being of students.

Please type Importance of Integrating PBL into the EFL curriculum during Covid-19 Pandemic and Beyond

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We have all witnessed an unprecedented change in teaching methods and strategies resulting from the Covid-19 pandemic all around the world. Pandemic forced us, EFL educators, to get adapted to our new learning reality, diversify our classes with the activities based on various learning styles and at the same time modify our already existing curriculum with new approaches and strategies, e.g., Project Based Learning. Project Based Learning has become a particularly added-valued element to EFL curriculum due to its nature of boosting learner autonomy. In view of the fact that this student-centered activity is characterized by students' engagement, participation and accomplishment in the project based tasks, it evidently encouraged EFL learners to focus on real-world tasks through developing the so-called 21st century skills - critical thinking, creativity, collaboration and communication in tandem with research and analytical skills so much needed during the Covid-19 Pandemic and beyond. Therefore, the presented paper will demonstrate the importance of Integrating PBL into EFL curriculum during Covid-19 Pandemic and beyond on the basis of a qualitative study conducted among EFL educators in Georgia and abroad to illustrate the necessary changes.

Keywords: EFL curriculum; PBL; critical thinking; creativity; collaboration; communication

On-line Education Prospects After COVID-19

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COVID-19 pandemic has forced educational institutions engage in online learning. This is a moment of change and a time to reimagine how education could be delivered. The COVID-19 pandemic is also likely to have a lasting effect on lesson design. The constraints of the pandemic provided an opportunity for educators to consider new strategies of teaching. This experience made us, educators, reconsider strategies that best facilitate learning given the ups and downs of online setting. To be more specific, providing a whole variety of teaching and learning activities in order to somehow alleviate the burden of sitting lengthy Zoom sessions and considering psychological principles of how humans learn. We had to adapt quickly and efficiently and facilitate communication between instructors and students as well as manage administration of online learning. All this led us to a clear route for the next generation of adopters of online education. Before the pandemic, the primary purpose of distance and online education was providing access to instruction for those otherwise unable to participate in a traditional, place-based academic program. Now we discovered that flexibility and learning possibilities that have emerged opened up a whole range of opportunities for us, educators and made it a useful journey. It proved to be flexible, interactive, self-paced and entertaining. For universities it was a wake-up call to carry out digital transformation of their educational activities. So, we made the best use of the opportunity offered by the crisis and we did it. Besides, this experience has shown us that studying remotely is not as boring and useless as it was regarded. The conclusion is that the longer the pandemic lasts, the more likely online learning becomes an acceptable mode of teaching and learning. Thus, after COVID-19 online education will remain an even more powerful tool for institutions to ensure non-stop educational process and refine their programs to fit all types of study designs and context.

Keywords: On-line Education, COVID-19, online learning, Zoom sessions

Reflective Listening's positive influence on Learning Process

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Students face difficulties listening to the lecturers or each other at the lectures. The problem has many branches – not recognizing the message, getting ready to respond quickly, thinking about what to reply and not listening to the information till the end. There are several interesting techniques how to improve listening effectively. One of them is - Reflective listening, which is a communication skill, and by it, students are able to progress in listening and avoid conflicts. Reflective listening increases the listener's understanding of other people and helps to clarify their thoughts and avoid the temptation to respond from their own frame of reference. By developing the skill, students will benefit from progress in listening to the lectures and respond with empathy and not with indifference or false concern.

Keywords: Reflective Listening; Lectures; Students; Lecturers; Communication

Can Emotional Intelligence Act as a Weapon (Warrior) Against Bullying?

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Emotions are important, and they are critical in school. Learning, making wise judgments, and forming connections will be challenging for a worried, jealous, discouraged, or alienated youngster. Bullying, a significant public health problem in schools, is also founded on emotions. Bullying is a horrible experience for any child. It can take many different forms, such as physical aggression, verbal abuse, and social isolation, all of which are caused by a lack of emotional awareness and control. Bullying in schools may be at an all-time high. Bullying is a recurrent, purposely aggressive behavior pattern, including a power imbalance, which most educators are likely familiar with. Many individuals also recognize that, while bullying has been since the beginning of time, it is not a rite of passage. This paper aims to analyze different literature and compare various researchers' findings on the impact of Emotional Intelligence on the bullying rate among students. The article will also try to make some recommendations for further research and how to reduce the rate of bullying in schools.
Keywords: Emotional Intelligence, bullying, school

Teaching Civic Education with the Flipped Classroom and Case Study Methods at the Post-secondary Level: Challenges and Advantages

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After the breakup of the Soviet Union, Georgia adopted democratic ruling system. Amongst the others, educational system's transition to democracy has been extremely challenging for a post-soviet Georgia, since the society had neither sound understanding of democracy nor democratic values. To strengthen democracy, a new subject civic education was added to the national curriculum in 2006. Content of civic education is well-structured from the theoretical standpoint. However, the student-centered teaching strategies are rarely used in everyday teaching process. The paper is an attempt to identify the main challenges and advantages of teaching civic education with the flipping classroom and case study methods at post-secondary level of Georgian schools by analyzing Tbilisi No.151 Public School case.

An Ikigai Journey in Establishing Lifelong Learning in Educational Institutions

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Lifelong learning and ikigai are two significant terms which facilitate the persistence of education and promote lifelong development. Considering the education and its power in altering the society as well as contributing to societal and individual development; investigating the relationship between the two concepts and education grew to be of vital importance. Being a Japanese concept, Ikigai provides individuals with the opportunity of understanding oneself and questioning the goals and competencies that they possess. After conducting an analysis, an individual is encouraged to complete the ikigai journey by contemplating on the ways to best benefit the society. This paper aims at analyzing correlation between Lifelong Learning and Ikigai in establishing the concepts in educational institutions in the light of the research and studies conducted on this field. This article will also serve as the basis for further research to be carried out on the ways to implement Lifelong Learning development in educational organizations.

Adopting Problem Based Learning (PBL) in Different Disciplines

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What can higher education institutions do to prepare students for lifelong learning in the undergraduate years? Considered many effective teaching practices, in recent decades great attention has been paid to Problem Based Learning (PBL), which addresses accomplishing the following goals:1) Structuring knowledge for use in a working context; 2) Developing effective reasoning processes - such processes refer to developing problems solving, decision making, hypothesizing skills, etc.; 3) Developing self-directed learning skills; 4) and most importantly, increased motivation for learning (Biggs, Tang, 2011). PBL has been successfully adopted across many universities as a stand-alone or curriculum-based model, however, very limited attention has been made to analysing the successful outcomes of this learning approach in social sciences or education curricula. Therefore, my work intends to provide a review of the best practice of PBL beyond the medical field in which it was developed initially.

Education Problems as a main challenge of our Planet

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It can be assumed, that one of the reasons for the weakness of democratic institutions and the tendency to violence is the educational factor. Despite advances in education over the past few decades, more than 115 million children at the beginning of the 21st century - almost 56% of whom were girls in the developing countries - had no access to primary education, and many have been forced to drop out of poverty due to family or social pressures. Despite international efforts to increase literacy, 862 million adults (two-thirds of whom were women) became illiterate at the beginning of the 21st century. So, it is not accidental that one of the main indicators of the development of this or that country is the level of education of the population, along with such important components of the field as GDP per capita and average life expectancy, etc. Therefore, within the Human Development Index of the state, determining the level of education is one of the most important components.

Keywords: Education, illiteracy, globalization, Human Development Index

Impact of the Covid-19 Pandemic on the Learning Process

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The present research discusses how the Coronavirus outbreak has caused several gaps in the education sector. The study's primary aim was to determine the impacts of the Covid-19 Pandemic on schools and education in general, especially on primary school children. Measures to contain COVID-19 prompted the abrupt closing of schools worldwide, making millions of learners go away from school during the schooling period. An in-depth global understanding was necessary to apprehend the pandemic crisis and open a way forward. This research aimed to provide the entire world with a view of the whole situation and potential donors with sound, objective data to help them select priorities. Structured questionnaires will be used to collect data. To achieve this, two hundred people from students, parents, teachers, and policymakers were sampled from various countries. Data collected will be examined using Regression with the help of STATA software. Graphs and tables were also used for illustration. Comments often follow graphs and tables to ease their interpretation and offer clues about the possible meaning of the findings. The present report provides data on several aspects that should be carefully considered when planning interventions to facilitate the education system in primary schools. The consequences of COVID-19 on schoolchildren will therefore be analyzed.

Keywords: Online learning, COVID-19, Contamination, Zoom, Opportunities, Challenge, Teachers, quarantine.

Digitizing Printed Resources - from Text to Apps

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This article deals with the digitization process of printed books, manuscripts and graphic images. Digitization is often necessary as processing unique printed materials, manuscripts or even pictures that were created or published years

ago or typing texts on the computer requires quite a lot of time and energy. Preserving original and unique characteristics of such materials is often essential. Digitization procedures that are based on the use of modern applications are described in sequence in this work, namely: • Scanning (any tools that can transform printed images into graphic ones); • Processing scanned images (Scantailor); • Binding processed images (Adobe Acrobat Pro); • Transforming bound books into interactive format (Calameo.com); • Placing the link of the complete product (bound book) and ensuring accessibility for the customers (on author's blog - Blogger.com) The work provides corresponding explanations for each direction and links for tutorial videos that will assist readers in the process of creating interactive e-books, and transforming manuscripts, texts and graphic images to applications.

Keywords: Transformation; Scanning; Scantailor; Adobe Acrobat Pro; Calameo.com; Blogger.com

Traditional and Innovative Approaches in Academic Staff Motivation in European And American Universities

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The presented article provides some illustrative materials on the traditional and innovative approaches of staff motivation in European and American universities. In today's contemporary environment, which is highly competitive, higher education institutions strive to be successful, achieve and maintain level of excellence in performance. Enhancing academic and administrative staff motivation is an essential aspect of university management because good performance can be accomplished through highly qualified and motivated staff. Nowadays, educational institutions that are development-oriented both in research and teaching, need powerful team of lecturers and professors who are ready to update their knowledge and teaching methodology. The most essential strategy in reaching the success of the organization is motivating employees and encouraging them to put more effort in teaching and scientific work in order to enhance individual and organizational performance. For this reason, it is crucially important to encourage and support the academic staff professional development applying some innovative approaches along with some traditional and already proven ones. The present review study concludes that staff motivation is a major tool for keeping and enhancing their professional knowledge, also teaching and research skills to achieve high performance.

Keywords: Staff Motivation, Professional and Career Development, Motivation and Scientific work; European and American Universities.

Educational System of Georgia and its Modern Approaches

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The education system around the world is facing serious challenges. It should be noted that globalization has transformed the world in every field and the process of globalization has challenged the quality of educational system. It enhances the ability of students to gain, assimilate, and utilize new knowledge. It's an obvious fact that education is a background of global stability and global education interconnects teaching approaches, strategies, and methods. Globalization increases the demand for university education and thus it encourages young people to prepare well for their successful future. In the world the aspiration for education has reached an unprecedented scale and accordingly new forms of educational services such as e-learning and English educational programs have appeared. The method of e-learning was not new in many universities of different countries but our country had no previous experience of using it. But due to pandemic and new challenges the situation has changed in this regard. Our article underlines the key role of educational system in the development of the country. The very article proves that the level and quality of education determines success, progress, and advancements of the society. Our country tries to manage to keep its

own identity in a global world with the help of modified programs prepared by local specialists. In the global context it becomes increasingly important for Georgian educational establishments. Educational institutions of Georgia strive to take an active part in international cooperation in order to fundamentally improve bachelor, master, and doctoral programs and integrate more international environment.   To improve the educational system of Georgia, educational institutions will have to develop new concepts, strategies and technologies. It is necessary and crucial to introduce an innovative educational policy aimed at developing new educational technologies, educational resources and experiments. Innovative educational programs should be based on competencies such as creativity, initiative, and the development of personal qualities that are essential for adapting to a changing world. Accordingly, professors with exemplary skills and ideas should be selected for its implementation. For the successful development of the educational system, preference should be given to such issues as: open learning - where learning outcomes are determined by students, active learning - allows students to choose areas of interest and implement projects, getting some experience abroad, development of 21st century literacy and digital literacy, developing personal qualities, a learning environment that encourages and stimulates collaboration, teamwork, the formation of new ideas, creativity and developing strategic thinking.   In Georgia, the main goal of the European countries united in the Bologna process recognized as a major priority. Therefore, we do believe that quality assurance plays a crucial role in education and by means of implementing modern and innovative teaching methods and preserving national values, the quality of education in Georgia will meet common European standards and take a dignified place in European educational space.

Keywords: Educational System, Modern Approaches, open learning

School teacher's Reflective Diary Analysis

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The hypothesis of the research was to confirm that writing journal entries will increase the level of teachers' reflective and communicative skills and professional competence. To confirm the hypothesis 62 teachers were selected to participate in the quasi-experiment (31 in the experimental group and 31 in the control group). The teachers in the experimental group kept diaries during nine weeks where they reflected on their instructional practice. Content analysis of the diary entries collected from the experimental group of teachers was conducted with the approach recommended by Saldanña. The keywords were coded on two levels: "trees" and "forest" by NVivo Software. Based on the hypothesis, the following codes were used on the second level of coding:• Professional development (use of theories and professional terminology; professional knowledge); • Ability to reflect (critical, analytical); • Communication skills. Since the teachers in the presented study, mostly, described their lessons, "description" was used alongside "reflection" in the coding of the second cycle. The content analysis considered frequency of the keywords used by all the participants and clarity of the expressed ideas. The results revealed that compared to the first week, in the subsequent weeks the use of professional terminology has almost tripled, which, in itself, indicates teachers' professional growth. Besides, it became apparent that the proportion of critical analysis in teachers' entries increased in relation to the description. However, it is desirable that teachers should use more verbs denoting reflection, which will prove they analyze the instructional process with the aim of improving their practices. In conclusion, according to the data obtained from the content analysis, teachers improve their reflective and communicative skills and professional competence through regular diary-writing.

Keywords: Diary Analysis, School teacher's Reflective, professional competence