

12th International Research Conference on Education, Language and Literature



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IRCELT-2022 **Proceedings Book**

May 6-7, 2022
Tbilisi, Georgia

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

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



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May 6-7, 2022

Tbilisi, Georgia

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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.

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Public Speaking in Georgian HEIs: Teachers' Perspectives on EFL/Public Speaking Integrated Course implementation

Ana Gadakhabadze

Abstract

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.

Key words: public speaking, higher education, stage fright, teacher, EFL

1. Introduction

A good understanding of public speaking is one of the most important soft skills required of almost everyone in today's world. It is vital to comprehend how to arrange and communicate one's thoughts effectively through oral communication. Depending on the specialization, public speaking skills may provide a person with a variety of capacities and tactics such as influencing the people around them, developing leadership skills, and becoming a "thought leader" (Hackman & Johnson, 2004; Lizotte, 2008). A basic definition of public speaking is communication between the speaker and the audience, communicating specific messages

in formal or informal settings for a number of purposes. According to Schmitz (2012), public speaking is a discourse between the speaker and the audience where the message delivered to the audience is equally dependent on both, the speaker and the listener. However, not only Georgian educational institutions, but many educational institutions worldwide, are unable to provide students with strong understanding and practice of public speaking abilities, which are regarded as maybe the greatest embodiment of communicative approach. According to Brown (1994), communicative language instruction prepares students for real-life situations outside of the classroom by providing them with skills and approaches. That is why we must do more to foster a real-world learning environment that fosters students' autonomy, critical and analytical thinking abilities, creativity, teamwork, communication, and so on. Teachers are very important figures in learning process, they must instill in their students the importance of thinking creatively, working cooperatively, and speaking boldly.

According to Wang (2008), the successful implementation of communicative language teaching (CLT) at any level, particularly at the college and university levels, is strongly dependent on instructors' perspectives and attitudes toward CLT and the development of communicative competence. In this process, their efforts, ambition, and drive are critical. In other words, the fundamental figure in effective CLT implementation in learning is a teacher, who should have a clear grasp of what facilitating entails and be responsible for necessary resources to stimulate real-life input in the learning process in order to create a genuine atmosphere in terms of content and surroundings, as well as possess management skills in order to recognize when support is required and when it is not, and when the role of a facilitator is appropriate (Breen & Candlin, 1980, Richards & Rodgers, 2001, Jones, 2007; Chang, 2011, Littlewood 1981). Needless to say, English literacy among instructors is a critical component of effective CLT (Ellis, 1996). Surprisingly, a number of teachers believe that they will be unable to switch to modern approaches of language teaching because they are non-native speakers of English, and their fear that their English proficiency will not allow them to modify textbooks or create authentic and fluent environments for students slows down the process of CLT implementation in many educational sectors in the majority of Eastern countries (Karim, 2004; Penner, 1995; Li, 1998). Furthermore, time management and designing tasks that will attract students' attention, thereby encouraging an authentic learning process rather than a coursebook-dependent one, require a significant amount of time, patience, and hard work, which can be an off-putting factor for teachers (Li', 1998; Sato & Kleinsasser, 1999; Thompson, 1996). Another essential component in building successful learning environments in the twenty-first century is class size. According to Harmer (2000), big class size is a major impediment to successful CLT. Implementing public speaking skill integrated with EFL course in a modern-day curriculum is vitally important to today's generation, as it will focus on the above-mentioned aspects of CLT.

2. Literature review

2.1. Categories of public speaking

To start with, public speaking has three basic goals: to inform, convince, and entertain the audience. As a result, three forms of public speaking exist: informative, persuasive, and entertaining.

Informative speaking is essential in many professions and everyday routines. It does not expect the speaker to evaluate the issue from a favorable or negative standpoint, but rather to just deliver facts and information about the subject. Informative speaking is an important aspect of many vocations and other daily activities. An informative speech does not try to persuade the audience that one item is superior to another. Nor does it ask the speaker to assess the situation from its positive or negative perspective but just provide mere facts and information about the topic. Even if the topic is contentious, a competent speaker presents arguments from all sides while avoiding expressing his own position and instead leaves the decision to the audience. Delivering an informational speech does not hinder a speaker from being imaginative and constrained in his criticism. On the contrary, it assists the speaker in making dry content full of specific language more easily perceivable and enjoyable to listen to. (Lucas, 2015).

Another common reason for speaking in front of an audience is to influence people. Persuasion is the most complex style of public speaking, with loftier aims than when speaking to inform. Persuasive communications' success is determined by the audience's views and morals. As a result, the speaker should have a psychological conversation with the audience not only during the speech but also during the preliminary stage in order to predict probable emotions from them. Persuasive speeches are classified as ethos, which has arisen to symbolize the influence of a speaker's credentials and personality by demonstrating understanding of the issue and expertise surrounding it. As a result, the audience's credibility is enhanced. Logos, which is related with common types of reasoning accepted by the audience. Today, we define logos as logical and orderly reasoning, as well as reliable evidence used to support arguments in a speech. Pathos, on the other hand, entails evoking emotions in the audience through different approaches. Strong emotional aids can be effective in influencing the audience. One of the most common tactics used in speeches is emotional storytelling and offering instances that are relevant to the audience (Tucker, et. al., 2019). Monroe's motivated sequence, created in the 1930s by Alan Monroe, is the most extensive organizational speech pattern. It is suitable for speeches that demand rapid action accompanied by a step-by-step instruction to reach the intended persuasive conclusion. Attention, need, fulfillment, visualization, and action are the five steps in the sequence.

Most of those speeches people frequently conduct during their lives relate to special occasion. These usually involve speeches designed to motivate or entertain an audience. This category of speeches is divided into many subcategories such as speech of introduction, speech of presentation, speech of acceptance, speech of dedication, speech of toast, speech of roast, eulogy, farewell speeches, commencement speech, after-dinner speech, motivational speech, etc.

2.2. History of public speaking

Notwithstanding the category, public speaking has seven important parts that must be adequately structured in order to sustain appropriate speech flow: speaker, message, channel, listener, feedback, interference, and context (Lucas, 2015). The term “public speaking” initially became popular in the 18th century. Until the 17th century, it was referred to as rhetoric. Although the concept of public speaking has not been transformed much, it is quite distinct from what rhetoric was centuries ago in terms of objectives, tone, and manner of speaking, which is quite natural and sensible based on how people thought and what their necessities were at the time, whilst today’s societies are divergent in their needs and political or social mindsets. A long-standing controversy occurred among the earliest writers on rhetoric and oratory. Plato (424–348 BCE) argued that eloquence was nothing more than influencing the emotions of the listener. Unlike Aristotle (384–322 BCE), who stated that a good rhetorician must apply rational thinking, be aware of an audience’s expected reaction, and be an ethical person who applies moral arguments (Bailey, 2019). He described rhetoric as art of “discovering in any particular case, all of the available means of persuasion” (Corbett & Connors, 1999: 1 cited by Bailey, 2019:32).

The Modern Era was distinguished by a strong emphasis on rhetorical delivery strategies such as voice, facial expressions, gesture, posture, and movement. Effective public speaking involves more than simply knowing what to say; it necessitates the strategies for saying it, and, most crucially, it necessitates the courage to speak out, which appears to be the most common fear, according to research (Dwyer & Davidson, 2012; Lucas, 2007; McCroskey, 1976).

2.3. Stage fright and its remedies

To overcome the anxiety associated with public speaking, one must first understand what causes the fear and then work to overcome it. According to studies, the dread of public speaking outnumbers phobias of heights, flying, drowning, snakes, insects, and even death. (Dwyer & Davidson, 2012; Lucas, 2007; McCroskey, 1976). Almost no one can deny that they have experienced nervousness at some point in their lives when compelled to speak in front of an audience (Horwitz, 1988), and this experience is ubiquitous around the world in many cultures (Hassall, Joyce, Ottewill, Arquero, & Donoso, 2000). Furthermore, unless one is an experienced public speaker, it may be difficult to be a fluent speaker without hesitations and anxiety in front of an audience; and even professional speakers suffer some amount of anxiety during speech delivery (Ay, 2010).

Fears that are triggered by personality traits such as perfectionism, personal management, and fear of failure can generate varying amounts of anxiety (Hayaramae, 2017). Excessive negative self-focused feelings regarding repercussions and external criticism may be detrimental to a person’s overall self-esteem (Richmond et al., 2013).

Cognitive-behavioral therapy (CBT), also known as cognitive remodeling, is the most prevalent kind of psychological therapy for anxiety difficulties (Glaser, 1981; Willner & Lindsay, 2016). Cognitive-behavioral therapy comprises not just taking a realistic look at the likelihoods of predicted negative effects, but also delving into the reasons why an individual thinking this way (Beck, 1976). PSA is mostly caused by negative and irrational attitudes toward public speaking in general, according to CBT. As a result, it makes an attempt to replace negative public speaking attitudes with more positive ones (Bodie, 2010).

Procedures in which an individual comes into contact with a specific anxiety-provoking stimuli are referred to as exposure therapy. It focuses on reducing sensitivity through constant exposure to speaking situations. As a result, systematic desensitization modifies the negative association that exists between the stimulus (in this case, public speaking) and the dread it induces.

Skills training treatment, whose major purpose is to increase self-worth in persons suffering from PSA, encourages people to experiment with themselves and learn based on their own models (Bandura, 1977). Skills training treatment and self-modeling procedures mostly rely on video recordings, through which an individual noticeably improves his or her speech and gains confidence (Buggey, 1995). However, before the individual begins practicing public speaking on his or her own, he or she typically addresses another effective method of mastering PS, which is observing others do it and adopting specific tactics. Absolute imitation is not useful, but it may be beneficial through adaptation and change. The method of visualizing oneself effectively accomplishing a public speaking activity is known as visualization. Students envision themselves delivering an excellent speech while the audience is captivated by their message (Robinson, 1997).

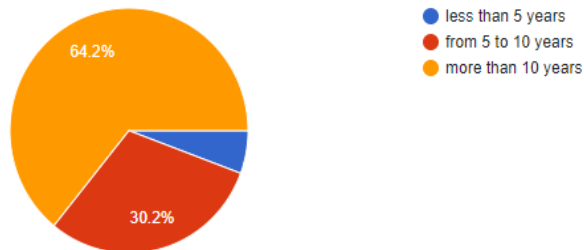
3. Study conducted among teachers in Georgian HEIs

The survey that we conducted aimed to determine how much time lecturers allocate on public speaking mastery during their lectures at HEIs and if they recognize the necessity for it. We chose to get this information in order to have a broader picture of what is going on at other institutions in Georgia, not just in the capital city but also in outlying campuses. The survey included 53 lecturers from HEIs in Georgia. Prior to distributing the questionnaire to participants, it was tested on 5 lecturers to ensure its reliability and validity, as well as its content and construct reliability, with the assistance of other colleagues and supervisors. The survey participants were all notified about the ethical issues and confidentiality of their responses, as well as the fact that their responses would only be utilized for research purposes. The questionnaire itself has 16 questions (See appendix 1). The first five questions addressed demographic information such as the teacher's gender, time of teaching experience, HEI names, and academic cycle. It should be noted that the vast majority of participants had been teaching at HEIs for more than ten years (See Figure 1).

Figure 1. The duration of teaching experience in HEI

5. How long have you been teaching English at HEI (higher educational institution)?

53 responses

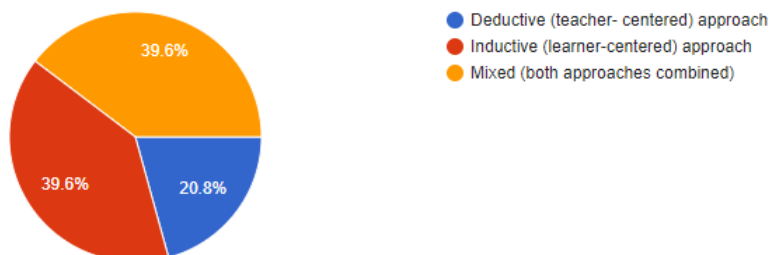


According to question # 6 “As a lecturer, which way of teaching EFL do you prefer?” It is visible that the answer is proportionately divided between inductive and mixed methodologies and exactly 21 participants chose option 2 (inductive) and 21 ones chose option3 (mixed), as for the rest 11 answers went for deductive methodology- option1 (See Figure 2)

Figure 2. Teaching approach preference according to teachers

6. As a lecturer which way of teaching English do you prefer?

53 responses

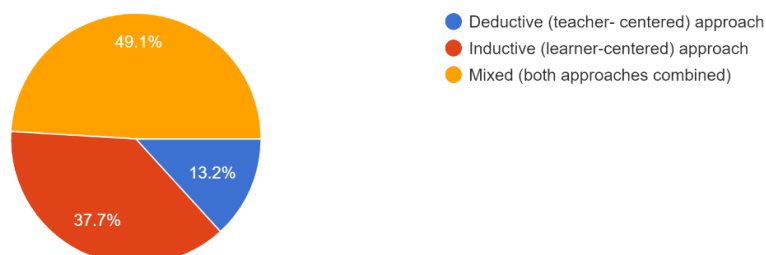


Surprisingly we found out that the most lecturers chose a mixed approach for answering the question 7: “which teaching approach would be ideal for students to master public speaking skill in their foreign language?” (see Figure 3). Almost 50% chose mixed approach, 38 % chose inductive and 13 % chose deductive one.

Figure 3. Teachers' preference on public speaking teaching methods

7. which teaching approach would be ideal for students to master public speaking skill in their foreign language?

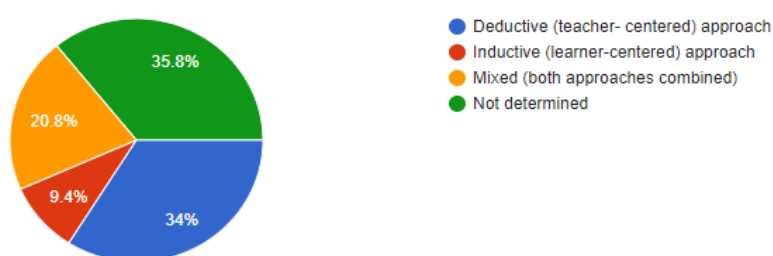
53 responses



However, when it comes to HEI curriculum, they admitted that in the majority of universities they did not have any fixed and privileged methods indicated by the university, thus the majority -36% chose not determined for the question #8. (See Figure 4).

Figure 4. HEI's privilege around teaching methods according to university curriculum

53 responses



The Likert scale questions from 9 to 15 were more specific to public speaking and how they envisioned integrating this skill in their EFL classrooms, the reasons why students struggled with it, and what are some of the strategies that may assist them practice the PSS. As for the question #16, it was optional and they were invited to describe some of their experience, how they had assisted students in mastering public speaking skill, and if they had any tips. Throughout the course, quite realistic practice and very fascinating concepts were addressed, such as group, peer, and individual mini presentations, assigning mini talks, collaborative projects, role plays, and so on.

Statistical calculations of six Likert scale questions are illustrated in the tables below. Table 1 shows the calculation of the teachers' responses on Likert scale questions from 9-15; whereas Table 2 shows statistical data (mean, median, mode, Std. deviation, Skewness, Kurtosis) to show the reliability of the responses and how heterogeneous or homogeneous they were.

Table 1. Summary of teachers' raw scores related to Likert-scale questions (9-15)

Items/ points	1	2	3	4	5
Question 9	2	1	5	16	29
Question 10	33	11	6	1	2
Question 11	0	3	8	22	20
Question 12	0	0	8	24	21
Question 13	0	1	4	20	28
Question 14	0	1	7	25	20
Question 15	9	10	18	4	12

Table 2. Statistical measures of teachers' raw scores related to Likert-scale questions (9-15)

Items	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Question 9	4.30	5	5	.99	-1.78	3.22
Question 10	1.64	1	1	1.02	1.80	3.01
Question 11	4.11	4	4	.87	-.77	.01
Question 12	4.24	4	4	.71	-.39	-.89
Question 13	4.42	5	5	.72	-1.14	1.18
Question 14	4.21	4	4	.74	-.65	.11
Question 15	3	3	3	1.37	.14	-1.05

From table 2. above we can see that statistically the results are reliable as in every column the mean, median and mode are very close to each other. More than that mode and median are the same in every case, proving the authenticity of the results. Vividly 5 is the highest number among the figures and mean, median and mode are either very close to number five or exactly five which proves that the results in those questions were positive. e.g., in Q 9, where teachers claim that students should get more practice at university, more than half answered positively 54 % strongly agreed and 30 % agreed with the idea. Absolutely the same is shown through SPSS calculations in Q 9 the mode and median are 5, so the majority answered the question positively and mean 4.30 very slightly deviates from maximum result. Therefore, the answers according to the table 2 create a normal curve on the graph as all central result statistics are > 0.5 . As for the St. Deviation in majority of cases is < 1 , which shows that answers are homogeneous, only in Q10 and Q15 answers to the questions varied but not as much. As for the Skewness and Kurtosis, they are between -3 and 3 in all items, except Q9 and Q10 where the result exceeded 3 a bit but not dramatically, so it does not change the situation greatly. Overall, we can say that the results are reliable

4. Conclusion and recommendations

In conclusion it can be said that the answers from the respondents (lecturers) were positive and very relatable. Based on their responses we can address the aims of the study and say that not much time is devoted to public speaking mastery at higher educational institutions in Georgia. Therefore, the need for that is clearly visible. Moreover, lecturers welcomed the idea of the course implementation especially at their EFL classes. They practically agreed to implementing the course at tertiary level, an integration public speaking skill with EFL. Besides, almost half of the respondents (49%) chose the mixed methodology of instruction for the course, which is very connected to the research methodology for the course implementation at higher educational level.

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

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Abstract

The purpose of this paper is to reveal in what way students trust online tests and determine validity and reliability in the development of online testing. The pandemic situation changed every field in the world and it changed education as well. Educational institutions moved to the online space which was the only decision they were able to make at that time. Online assessment through online proctoring was a totally new challenge for educational institutions and they needed to deal with it successfully. The research participants were chosen from an English language centre in Tbilisi (Georgia). The validity and reliability of the questionnaire was identified according to a Likert scale and Cronbach's alpha, later the 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 involved 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 the lack of corresponding experience and skills.

Key words: Online assessment; online proctoring

1. Introduction

The COVID-19 crisis has created perceived headwinds in the global economy, leading to business losses and layoffs. Today's challenging situation which has been caused by the pandemic has made the transformation more dramatic and led to the serious disruption to educational opportunity all over the world. Governments and educational institutions worldwide have attempted to suggest and establish alternative ways of providing education in the period of social distancing. This is the period of serious changes in education, moving from traditional classrooms to distance learning, which is not equally achievable and successful for every country and educational system.

Learning platforms have a long history in education, but nowadays they are becoming more and more important, because they helped save the whole education system. Online assessment facilitates quick and clear reports on candidates' results and progress and all this made teachers', students' and even parents' lives easier (Wallace, 2013). Educational institutions should take the necessary steps to address the situation via the online exam system. It is time to embrace technology instead of canceling or postponing the exams indefinitely. When classes can be taken online, virtual exams can also be conducted.

Stowell, Oldham, and Bennett (2010) agree that moving online was difficult and problematic for students, teachers and not only for them. Students and parents were nervous because of assessment as well and online exams raised question of how well test structure, anxiety or other emotions were generalized from the classroom to an online setting. Of course, not every institution was ready to deal with online teaching straightaway and the lack of awareness was and still is one of the biggest issues in transitioning to an online examination system. Educational administrators are not aware of the availability of online platforms for hosting exams. Sarrairih and Ilyas (2013) mention that an online exam system is capable of hosting low and high-stakes exams with ease. Educators are also concerned about invigilation and, therefore, the credibility of such exams.

2. Literature review

The pandemic situation (COVID-19) which the world faced in 2020 caused lots of changes in every field and also made transformations in education. Everyone agrees that education plays a huge role in the development process of the society. Teachers, students, school or university administrators and all people, who were involved in this field, even parents needed to change their daily lives and continue their studies online.

Assessment is an important part of teaching and learning process and for successful teaching it is really necessary to describe, gather or quantify information about students' performance. As Rovai (2000) mentions, knowing about students' progress and assessing their needs helps us plan a better, more student-oriented lesson and to reach our goals at the end of each semester. It does not matter what kind of learning we have, it is traditional or not, assessment is an integral part of this process in both environments.

Assessment helps us to identify our classroom needs and also to identify our students' strengths and areas that need improvement; if we choose a test for assessment then we should take into consideration test content, length, and type, as well as students' age, past experience, and background knowledge and lots of facts that create a whole for students' performance. All those factors are especially sensitive when we face online testing, because in this case parents, teachers and students themselves are interested how tests are administered online, what indicators raise their reputation, make them secure and useful. Larsen, Mikucionis and Nielsen (2004) say that the goal of testing is to gain confidence in a physical computer based system, even if this kind of situation is not familiar for learners, they should express our knowledge as much as possible, because active knowledge is the one that is used outside of the classroom.

Interest and need of online platforms rose especially after COVID-19 was announced as pandemic, so lots of people were willing to understand their correct usage not to fail while teaching online. International tests, such as TOEFL® Test, have gained a remarkable reputation during the years of secured, useful and exact testing for English language learning and assessment, because the organizations which develop international tests are based on research and they all take into consideration the results according to which they have to update their tests. For keeping the gained reputation an 'Online Proctoring Service' was created, with up to three monitoring solutions, ranging from screen sharing to a 360° view of a candidate workspace using even the candidates' smartphones. This system can be used for all kinds of tests, such as high stake exams, professional certification, etc.

2.1 Advantages of Online Testing

In the 21st century, time is valuable and everyone cares to spend time in an appropriate way to achieve their goals. In this case, we can also mention that online testing saves time for teachers, compared with paper-based tests, and teachers can have an immediate report for their students instead of spending lots of time on correcting the tests. It also saves examiners' time, as very many people can take the tests simultaneously. According to Alruwais, Wald and Wills (2018), online testing plays a huge role in the development and adaptation process of the educational institutions. This is the main reason why way some universities or schools have chosen online testing, to obtain develop, accurate and faster method of students' assessment, rather than traditional method (paper-based test).

2.2 Disadvantages of Online Testing

Some people disagree with online testing; they simply do not trust it and say that the main concern of online testing is the strategy which is used to choose test actions. Veanes, Roy and Campbell (2006) state that if strategy and test type is not chosen properly, it may fail to provoke behaviors of interest or take an infeasible amount of time to achieve good performance. One of the main factors that affect students' performance while testing them online is their motivation. Test-taking motivation is a specific type of achievement motivation, which is an active and live process by which teachers can have motivated or demotivated students. According to Baumert and Demmrich (2001), test-taking motivation is assigned to the latter motivational constructs, because taking a test is a specific situation for students.

Finney, Horst, Sunder and Thelk (2009) have found a strong relationship between test-taking motivation and performance. The latter two researchers conducted L2 empirical studies that revealed that motivated students outperformed their unmotivated classmates by more than one-half of a standard deviation. Wise and DeMars (2005) mentioned that the relationship between test performance and test-taking motivation could have been distorted by academic ability as a mediator variable. Batu, Bower, Lun and Sadanand (2018) investigated and compared online tests versus paper-based assignments using final examination scores. They divided the work into three cohorts: two cohorts were exposed to online assignments, while one cohort was exposed to traditional assignments. Overall, the result was that exposure to online assignments robustly leads to higher final scores, the rest were equal. They also found that while completing online assignments, the students had a lower level of engagement and it was also shown in lower assignment completion rates.

During the pandemic situation, when everyone needed to use online tests for assessment, their reputation, security and usability were a huge question. But people who were in charge of this field, dealt with this problem and created lots of online platforms that can be reliable. The lockdown also forced some companies and organizations to allow their proctors to work remotely instead of in a supervised office.

As online testing is a new process compared to the paper-based tests, it needs time to gain a good reputation, trust, usability and even security. Technologies develop day by day and in several months or years we will have better-developed online platforms for more effective online assessment.

3. Methodology

A questionnaire was used as a research tool to check what kind of attitude participants had towards taking tests online (Appendix 1).

Using questionnaires is quite effective while conducting a research, especially if we want to reach many people in a short period of time. The questionnaire was designed in a simple way not to confuse the respondents. The questions were clearly formulated, which helped the respondents to analyze them in a better way. The instructions were also short and simple.

Received data was analyzed precisely. The respondents did not write their names on the questionnaire, as it was confidential. They were informed that their answers would be used for the article and the questionnaire was given to them after their agreement to take part in it. Also, they were told that they were able to leave the room if they did not feel themselves comfortable.

3.1. Methods

The questionnaire included 10 questions and it was assessed by Likert scale. Once the questionnaire was designed, to provide its reliability, it was tested twice. Five participants were randomly chosen, the ones who did not take part in the research after piloting this questionnaire. All of them filled the questionnaire twice with a 20-minute interval and they showed quite homogenous answers (Appendix 2).

To check which questions in the questionnaire measure the same underlying construct, Cronbach's alpha was used. Cronbach's alpha is a measure of internal consistency reliability (reference!). Cronbach's alpha score was $0.847 > 0.8$ and the significance $p=0.002 < 0.01$, which means that there is a strong correlation between the two results, the result is statistically significant and the questionnaire is reliable.

Table 1. Test-retest results' Cronbach's Alpha

Correlations			
		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.847**
	Sig. (2-tailed)		.002
	N	10	10
VAR00002	Pearson Correlation	.847**	1
	Sig. (2-tailed)	.002	
	N	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

3.2. Background information

In 2019, when COVID-19 pandemic announced, Georgia was not an only country which had problems with online teaching, testing or simple using online platforms for learning purposes. Universities and schools did not know how to deal with all the difficulties faced during pandemic in Georgia. There was a risk also that not every learner would have

equal opportunities of getting quality education because of their social and economic disparities. Installation of online platforms, problems with audio and video were associated with modern technologies, which was crucial for teachers to deliver a good-quality lesson. Lecturers and teachers lack that kind of experience that was a huge problem for the administrators of educational institutions.

Now, after two years from pandemic, Georgian lecturers gained an experience how to deliver fruitful lessons online. Different universities managed to give training sessions for lecturers and students. Also, they already experienced how to benefit from online teaching/learning process. International organizations, such as ETS Global for example, conducted some researches and try to raise usage of online testing, persuade people all over the world that taking tests can be valid and reliable as well.

3.3. Participants

For the research one of the English language centers in Tbilisi was chosen, which had an experience of using online tests during the pandemic situation. First of all, the center was contacted and asked if they wanted to take part in the process and after their confirmation a meeting was scheduled.

Before conducting this research, two experts assessed its face and content validity. Besides, 50 participants (25 boys and 25 girls) were chosen randomly for piloting the questionnaire. The respondents were asked their age to provide them with the consent forms if necessary. All participants were 18+ age, so there was no need to use a consent form for parents' confirmation. The participants were chosen according to their experience of online testing. Their experience is really valuable and their arguments are quite interesting.

The respondents were informed about the research in advance and were told that their answers (without their names) will be used for the data. All collected data from the participants was confidential and their names were not shown without their permission. The respondents were strongly encouraged while completing questionnaires.

All participants were given a guarantee that their answers would be kept confidential and stay anonymous all the time, also they were allowed to leave the room, not fill the questionnaire or not participate in the research if they did not want to and they were welcome to leave the process any time if they feel discomfort for example.

3.4. Procedure

While investigating the validity and reliability in the development of online testing, with a help of language centre administration email addresses of the participants were found. During this research, only those candidates were contacted, who confirmed the participation. The questionnaire was sent to 50 people, who answered the given questions according to their experience.

At first stage, the questionnaire was prepared and before sending it to the participants, the participants' age was also checked. As all of them were 18+, there was no need to fill the consent forms. Participants were given 2 days to complete the questionnaire and then the data was collected. Received data was analyzed by SPSS and Chronbach Alpha was calculated.

3.5. Results and analysis

The findings drawn from the analysis of the data collected during this research revealed that, overall, the students prefer face-to-face testing because of many factors. As data shows, the mean for all the questions is below 3.5, so they are negatively evaluated. However, it should be mentioned that mean, median and mode differ for the questions except Q4 and Q9, which means that the distribution is not normal and the results do not represent the real situation to much extent.

For all questions standard deviation is more than 1, which means that the level of group members' experience is not the same and the group is quite heterogeneous. The result also shows that online testing is characterized as various experiences for learners.

As for the Skewness and Kurtosis, the results are between -3 – 3 for all the questions, so the difference of opinions is not dramatic. As both, Skewness and Kurtosis are negative for Q2, Q3, Q9, Q10, the results in these cases are more often lower than the mean.

Question / Statistics	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
1	2.80	3	2	1.51	0.319	-1.334
2	3.04	3	4	1.40	-0.167	-1.299
3	2.98	3	4	1.33	-0.070	-1.156
4	2.84	3	3	1.28	0.130	-1.001
5	2.84	3	2	1.40	0.158	-1.273
6	2.94	3	2	1.45	0.150	-1.318
7	3.10	3	2	1.40	0.185	-1.423
8	2.90	3	2	1.37	0.236	-1.076
9	3.10	3	3	1.13	-0.027	-0.301
10	3.14	3	4	1.37	-0.163	-1.170

3.6. Discussion

In this research, the collected data and its analyses has shown that the participants have difficulties while taking tests online, because they do not have enough experience. Compared with traditional, face-to-face testing, the students need more time to show the same test results in online testing. We are now in an internet epoch, where everything is connected with the internet and technologies. It is worth to mention that technologies save the teachers' and students' time while teaching/learning process but they should know how to use it effectively.

Assessment is one of the most important parts of learning and student should trust the assessment system, rubrics and teachers' experience in it. So, as the above mentioned results showed, students need more practice to ensure that online testing is valid and reliable, because they prefer taking tests face-to-face.

International tests, TOEFL® Test for example, gained the reputation time by time. It has the whole standard how to administer a test and each test administrator or proctor should follow it step by step, does not matter which country administers TOEFL® Test, because the processes are transparent and one and the same for everyone taking the international tests. Online assessment needs time also to be more reliable and valid; students need to experience online testing to ensure its validity.

Online learning, assessment and online teaching itself is our future and it is already difficult to imagine only face-to-face teaching in the future, because online learning really gives students more opportunities and flexibility to attend more training sessions, lectures and save their time for transportation for example.

4. Conclusion and Recommendations

The article briefly tells general information about online testing and online assessment during COVID-19 pandemic situation that really changed the world. A qualitative research is done to show if students trust online testing or not. According to the results that are given above, students mentioned that they still prefer face-to-face testing, because they face some psychological or technical difficulties while taking tests online and also they feel uncomfortable. The article gives important information about online testing and also the reviewed literature is quite interesting because there is not enough knowledge and experience about online testing in the world nowadays. The article also mentions online proctoring that is really important tool to deal with distance teaching/learning difficulties, but of course it requires specific experience and proper knowledge. According to the research results, participants mentioned that they prefer face-to-face testing that means that education sector needs more time, experience and knowledge to implement online assessment in their everyday life. Online tests are developing, but they still require showing more and more validity and reliability.

As online testing is totally new challenge for the education sector, it requires time to be practiced and also it needs more knowledge to sharpen its proper and effective usage.

One of the most important recommendations that can be named is special training sessions for teachers and educators to teach them how to implement online testing in their everyday studies. Training sessions should be based on practical

points and activities; also they will help the universities or school administrators to raise perception of online testing.

To receive a good education it is quite complicated process and in this process many people are involved, students, parents, teachers, educational administrators, etc. Recommendations should be for all of them to have positive results:

- Provide with proper literature;
- Provide with proper technologies;
- Provide with experienced staff;
- Provide with presentations and informative meetings with parents/educational administrators/rectors, etc;
- Provide with free resources for online learning (to raise dependencies of online platforms) ;
- Provide with free international tests that are reliable and trustful worldwide;
- Provide with international conferences and training sessions to help teachers to share their experience with other teachers, outside of the country, etc.

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Appendix 1

The aim of this questionnaire is to determine the validity and reliability in the development online testing. Your answers will be analyzed and used for an article. The questionnaire is anonymous and your answers will be confidential.

You are allowed to leave the filling process as soon as you want it.

Please mark (X) your answers in the graphs given below.

Strongly Agree=5 Agree = 4 Neutral = 3 Disagree = 2 Strongly Disagree = 1

Item #		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Online assessment is reliable and valid					
2	Online assessment is comfortable for me					
3	There are technical and psychological difficulties while taking tests online					
4	Administering online tests requires more experience and preparation than administering offline tests					
5	I get higher scores when taking tests face-to-face					
6	It is easier to cheat while taking tests online					
7	I am fully motivated and engaged to the test in case of taking it online					
8	I prefer taking tests online because of familiar environment					
9	Not enough experience in taking tests online					
10	I trust online results because they are automatically generated by the program					

Appendix 2

Questionnaire Results

Table A1. First questionnaire assessment:

Item / Statistics	Mean
1	2
2	1.4
3	2.8
4	2.8
5	3.8
6	3
7	2.8
8	2
9	2.8
10	4

Table A2: Second questionnaire assessment:

Item / Statistics	Mean
1	2.2
2	2
3	2.8
4	2.8
5	3.4
6	3.2
7	2.2
8	2.2
9	2.8
10	3

The results were analyzed with SPSS 21 and Chronbach Alpha was calculated.

Utilising Moodle for Online Assessment of STEM Problems

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Abstract

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.

Key words: Moodle, assessments, online, engineering education

1. Introduction

Prior to the Coronavirus (COVID-19) pandemic, online teaching, and the use of online assessments, had been growing, both internationally [1], and in South Africa [2]. The lockdowns and campus closures instituted as part of the COVID-19 response necessitated 'innovation on the fly' and the need to find alternatives to traditional examinations [3]. South Africa had one of the strictest lockdowns in the world [4, 5], making the use of online assessments, in the University sector, critical.

The Department of Mechanical Engineering at the Durban University of Technology offers a 3 year Bachelor of Engineering Technology (BEngTech) degree. This programme was first offered in 2018, and prior to the pandemic, almost all assessments were held on campus. The Learning Management System (LMS) Moodle was used, primarily as a repository of resources for students, but the Pandemic would necessitate its use for both teaching and assessment.

Due to concerns regarding the integrity of online assessments, the departmental strategy in 2020 was, as far as possible, to provide teaching online, but to hold assessments on campus. The first semester assessments were all held in this manner, but in the middle of the second semester examination period, government restrictions, coupled with university directives, saw departments mandated to offer all assessments online. This decision saw little time for staff to prepare their assessments for offering online.

The university response, for both semesters of 2021, was that all teaching and assessment, bar special circumstances should be held online. Exemptions were granted for practical, or laboratory based components of programmes. Therefore, a strategy for effectively offering Engineering assessments online needed development.

The author describes the strategies and techniques that were employed in the assessments of the modules Environmental Engineering (EVLE101), Fluid Mechanics 3 (FLDM301) and Thermodynamics 4 (THRM401), and how they were optimised for online assessment. These modules were selected, as they had all been assessed using traditional, on campus assessments in 2020, and using online assessments in 2021. This allows for comparison of student performance in online versus traditional assessments.

2. Assessments

2.1. Online Assessments

All forms of pedagogy should be appropriate to the medium [6], and no less so with online technologies which should allow us to transform our teaching, learning and assessment practices for the better [7]. The biggest challenge to the new online learning environment, as necessitated by COVID 19, is the online assessment of the learning process [8]. Assessments have always been crucial to teaching and learning, as a means to validate the achievement of learning outcomes, but the use of online assessments, as opposed to computer-based assessments had, prior to pandemic, not been widespread. Issues of validity, reliability and ease of cheating are most often cause for concern [9]. Numerous authors such as Olt [10], Gaytan [11] and Varble [12] suggest a variety of strategies for increasing validity, and minimising cheating in online assessments. Varble's suggestions are summarised below.

1. 1. Select questions randomly from a questions bank for each student,
2. 2. Reduce the average time to answer each question,
3. 3. Allow only one attempt to take test,
4. 4. Require completion of test once started,
5. 5. Present one question at a time
6. 6. Randomize questions and answer choices for each student
7. 7. Use a lockdown browser
8. 8. In objective test use more multiple choice understanding questions and fewer remember type questions.
9. 9. Proctor exams with camera
10. 10. Proctor exams with human proctor
11. 11. Develop new questions each semester
12. 12. Use essay questions

2.2. Theory Based Assessments

Theory based assessments, such as those used in Environmental Engineering (EVLE101), are perhaps the easiest to structure for online assessment, with many of the strategies mentioned above, easily implementable. The four question types best suited to these types of assessment were found to be (1) multiple choice, (2) true or false (3) matching and (4) mini essay or (5) essay. The assessments in EVLE101, were not proctored, as the University did not have access to such software. For this reason, particular attention was paid to structuring the assessments to reduce opportunities for cheating. Formative assessments consisted of questions of types (1), (2) and (3), and two summative assessments were held that consisted of all assessment types. The following strategies were employed in the offering of all assessments for EVLE101.

- Total time allocated to the test was kept short
- Questions of type (1), (2) & (3) were selected randomly from a large question bank
- Each question was presented on a new page
- The use question type (2) was minimised, as guessing yields a 50% chance of returning a correct answer
- Answers questions for question types (1) and (3) were presented in random order
- Questions were devised to test understanding of the material, as opposed to simple recollection of facts, to deal with the 'open book' nature of the assessments. This is particularly important for questions types (4) and (5)
- Answers were only released once all students have completed the assessment

2.3 Calculation Based Assessments

Many engineering modules are assessed primarily through calculation-based problems. Questions of type (1) to (5) may be utilised to probe students understanding of the material, but the application of engineering equations in the solution of calculation based problems could not be done away with in the modules FLDM301 and THRM401. The major challenge in using calculation based problems in an online environment, is that answers are very easy to share.

When, in the second semester of 2020, staff were instructed to move all assessments online, with very little notice, some were forced to go the most simplistic route. In these instances, students were given a 'traditional' exam paper, either on the LMS or via email. Students then solved the problems using 'pen and paper' and photographed their answers and uploaded them to the LMS, or emailed it directly to the lecturer. This scenario is far from ideal, as students could easily share the answers amongst themselves. Strategies that were more effective needed development.

An improvement on this scenario would be where each student is given a 'personalised' script, utilising random variables such that questions, and answers, for each student are unique. This would reduce opportunity for cheating via the sharing of answers. If the students were to answer using a photo of their answers, as described above, it significantly increases the marking burden on the lecture, as a unique solution has to be calculated for every question. This was not feasible, for the modules in question, as the class sizes were large, over 100 in many cases.

A much better solution was to use a LMS, such as Moodle, that uses random generation of variables, within the questions, followed by auto-marking thereof. Auto-marking may reduce marking time significantly, but the time required for the preparation this type of assessment is proportionally greater. In the authors experience the total time used to set and mark an assessment was approximately the same using this method, as compared to a traditional 'pen and paper' assessment. The simplest way to do this on Moodle is to provide the question, with variables inserted, followed by an answer block. Fig. 1, shows such, where A and B are randomly generated variables, and if the student enters the sum of A and B into the answer block, the question is automatically marked correct.

Fig. 1. Simple Calculation Question

If $A = 0.8$, $B = 7.9$ and $C = A + B$

Calculate C

Answer:

This format is suitable for simple problems, or in the formative assessment of a more complex problems, such as the checking of tutorial problems. For this type of problem, the 'final answer' may be entered into the block, and feedback may be given immediately as to whether the answer is correct or not. The student may repeat the problem, until they obtain the correct answer, and are certain that the method they employed was correct.

If an assessment is to be summative, where multiple attempts are not allowed, such as in tests and examinations, then additional factors need to be considered. Firstly, there is a reduction in marking definition, as that no working is shown, only the final answer. The definition may be increased by inserting more answer blocks for sub answers. For example, in a 'pen and paper' a problem, a student may be required calculate the power required to drive a rotating shaft. Marks would traditionally be allocated to the student correctly calculating the rotational speed, torque and the final answer, power. Therefore, when setting the question online, three answer blocks could be provided, one each for speed torque and power.

However, by increasing the definition, the possibility of 'leading' the student occurs. In the example above, if students did not know that torque must be calculated before calculating power, having a block titled 'torque' would certainly lead them to correct answer. This may be good practice for a formative assessment, but not for summative assessment.

Another factor is the increased effect of cascading errors in the online environment. Using the example above again, if the student miscalculates the speed or the torque, the final answer will also be incorrect, as it is the incorporates both speed and torque previously calculated. Whilst cascading errors often occur in traditional 'pen and paper' assessments, these are often overcome by awarding 'method marks' to parts of the problem where the method is incorrect, but incorrect values have been utilised.

The Moodle formula problem format was utilised for all calculation based problems in FLDM301 and THRM401. This format of question allows for the randomisation of variables within the question, as described earlier. It was expected that students would still solve the problems by doing a full set of calculations on paper, and enter strategic values on the Moodle online assessment. An example of such a problem, as used in an FLDM301 assessment, is shown in Fig. 2. In this example, all pressure heads and velocities in the question were randomly generated. The range and intervals, of the variables generated, were set to be substantially different, yet also to remain realistic. In this particular example, there were 299 variations generated, far more than the number of students in the class, meaning that each student would need to calculate unique answers.

The problem required students to calculate the velocity, and hence velocity head, at the impeller exit. This would substituted into the Bernoulli's equation later. The question could have been set up with blocks for both the velocity and the velocity head, but the velocity head block was excluded, as it was considered leading. Students would need to know velocity head, was required, and correctly calculate it, in order to enter the correct value in the Bernoulli's equation block. This strategy had the potential of cascading errors, because if velocity were calculated incorrectly, the velocity head entered into the Bernoulli's equation would also be incorrect. The final answer would then also be incorrect. This was addressed by using the grading variable and grading criteria functions on Moodle. These functions, when combined, may be used to award student marks, if an answer is incorrect, but the student has followed the correct method

For example, students are asked to calculate, and input, three values A, B and C, where C is the product of A and B, on a Moodle formula question without grading variable and grading criteria functions enabled. If the students calculated B incorrectly, they would not be awarded marks for part B and C. If the grading variable and grading criteria were utilised, the question may be set up such that if the answer entered for C is the product of the values the entered for A and B, whether incorrect or not, marks may be awarded.

Fig. 2. Moodle formula type problem

The ideal (Euler) pressure head increase across a centrifugal pump is 14 m. The radial velocity through the pump is constant at 2.7 m/s. The exit angle of the impeller vanes is 60° and the water enters radially. If whirl velocity, at exit, is 13 m/s, ignoring friction and other losses calculate

The peripheral velocity at the impeller exit in m/s

The velocity at the impeller exit in m/s

Determine the static pressure head at the exit of the impeller if the static pressure head at the inlet to the impeller is 1.5m water, and the head loss across the rotor is 0.5m. Start by filling in the values on the Bernoulli's equation below (All inputs must be in m H₂O, not Kpa)

The first three terms on each side of the Bernoulli's eqn below relate to P V and Z. The fourth block may be used for H_e or H_{loss} as appropriate - if a value is zero or nonexistent, enter it as 0)

Applying Bernoulli's equation across the impeller with the center line as datum

$P_1/\rho g + \text{ } + \text{ } + \text{ } = P_2/\rho g + \text{ } + \text{ } + \text{ }$

Solve and enter the static pressure ($P_2/\rho g$) at the exit of the impeller below in m H₂O, not Kpa

This is a powerful function, as it can break the cascade of errors whilst still allowing the problem to continue, in order to test all aspects. In this case, testing the understanding that C is the product of A and B.

When applied, to the problem in Fig. 2, part-marks were awarded if the student correctly applied Bernoulli's equation, even if one, or more, of its constituents were calculated incorrectly. The grading variable and grading criteria assigned marks to the values student inputted to the final answer block, if it was correct according to the values entered in the Bernoulli's equation blocks (which may have been incorrect). This obviously negates the impact of cascading errors on the problem, yet still assesses whether students can correctly resolve the Bernoulli's equation.

Setting up the grading variable and grading criteria functions on Moodle can be quite complicated, and becomes especially difficult when using multiple variables, which cascade through complex problems. For these types of problems, it is often simpler to split the question into multiple parts, to avoid cascading errors. Fig. 3 shows an example of a Moodle question from a THRM401 assessment where this approach was followed.

If this approach were not used, and a student were to incorrectly calculate either the Biot or the Fourier number, all further answers would be incorrect. By providing new values for the Biot and the Fourier numbers halfway through the question, it is effectively split in two. This way, the first part of the question tests whether students can calculate the Biot and Fourier numbers. The second part of the question tests, independently, if the student can utilise these numbers to read the chart and finally calculate the temperature

Fig. 3. Formula type problem with break

A 0.07 m diameter grapefruit that is initially at 28 °C is placed in a fridge that is kept steady at 2°C. Assuming $k = 0.571 \text{ W/m.K}$, $\alpha = 0.139 \times 10^{-6}$ and $h = 14 \text{ W/m}^2$

Determine the temperature at the center of the grapefruit after 2.5 hours

Calculate the Biot number

Can the system be considered lumped? (Answer 1 for yes, or 0 for no)

Calculate the Fourier number (τ)

If you were to calculate the temperature at the center after the time elapsed would your answer be accurate to within 2%

(Answer 1 for yes, or 0 for no)

Disregard the calculations done so far, and take $Bi = 1$ and $\tau = 1$, then use the Heisler Chart, to determine θ (accuracy to the nearest single decimal)

Using the θ value calculated above, determine the temperature at the center of the orange.

3. Analysis and Results

In an ideal scenario, analysis would address: (1) were the online questions well-constructed (2) did they have an appropriate level of difficulty, (3) and was cheating minimised and/or eliminated. In reality it is difficult to disaggregate all the issues without designing an experiment to test each of these against a control group. Such detailed data was not available, so instead a simpler analysis was undertaken. The aim was to give an indication, as to whether the methods employed, in converting problems to the online environment, were appropriate, using a cursory analysis of easily available data. Any results would not be conclusive, but would give an idea as to whether the assessments were fit for purpose.

A comparison of student's results for on-campus assessments, held for the 2020 offering of the module, versus the online assessments, held for the 2021 offering was undertaken. The two main indicators considered were the mean, and the distribution of the assessment marks. Skewness and kurtosis were included to inform on the shape of the distribution curves. Assessment results utilised raw data, as the use of standardising techniques or grading on the curve, would render any comparison meaningless. An unpaired t test would be used to determine if there was a statistical significance between the means.

If the mean, for online assessments was significantly higher than for the on-campus assessments, this would indicate, simplistically, that the students found the online assessment much 'easier'. This could be due to a variety of factors, such as the problems were too easy for the 'open book' format of the online mode, or because of student cheating and/or answer swapping. If the mean for the online assessments was significantly lower than the on-campus assessments, this would indicate, that the students found the assessments 'harder'. This could indicate, amongst others, poor question construction, marking definition that was too low, a high presence of cascading errors, or insufficient preparation on the students part.

The ratio of the standard deviation ($S1/S2$) and a F test was used to determine if there was statistical difference between the standard deviations. If the standard deviation was significantly wider, and especially so if left-skewed, this may indicate that some, not all, of the students were struggling with the online assessments. This was a concern as questions were raised as to the availability of devices and data for all students. A significant widening of the distribution could also point towards a lack of definition in the marking, with students either doing very well, or very poorly. Cascading errors could also be another contributing factor for some students performing poorly.

A significant narrowing of the standard deviation, could point towards a lack of definition in the marking, although in this case it would likely be coupled with a higher mean and right-leaning skewness. The same could also be explained by wide scale cheating. If the mean and standard distribution were similar, for both the on-campus and online assessments it indicates, simplistically, that the online assessments were adequately constructed, and dealt with the issues discussed.

3.1 Fluid Mechanics 3

In 2020 all assessments for FLDM301 were offered on-campus. The assessments comprised of three tests, one project report and two laboratory reports. In 2021 all assessments for FLDM301 were held online, and comprised of four tests, one project report and two laboratory reports. The tests, whether online, or on-campus, were almost exclusively calculation based. For the online offering, questions that were traditional used in tests or exams were optimised for the online offering. The data presented in Table I excludes the project and the laboratory reports, as by their nature, they did not include assessment of calculation based problems. The results for each assessment were weighted, according to the percentage to which they contributed to the final mark, and the average of these weighted results is shown.

The mean scores for the online and the off-campus tests are very similar with an approximate 2.5 percentage point improvement. An unpaired t test returns a two-tailed P value of 0.588, which by conventional criteria is considered not statistically significant. The mean of group 1 ($M1$) - the mean of group 2 ($M2$) = -2.49 meaning it falls within the 95% confidence interval. The standard deviations are again similar, with a slight narrowing. Statistical analysis shows the two sample standard deviations are equal, or of no statistical significance. The ratio of the deviations, $S1/S2 = 1.21$ which is within the 95% region of acceptance and the F test = 1.4677, which is again in the 95% region of acceptance. The skewness and kurtosis values again indicate no major differences in the shapes of the two distributions. There appears to be no significant difference in student performance, in online assessment versus on-campus assessments, in this module.

TABLE I. FLUID MECHANICS 3

FLDM301	Assessment results (excluding reports)			
	Mean	Std. Dev.	Skewness	Kurtosis
2020	65.77 %	23.66	-1.32	1.91
2021	68.26 %	19.53	-0.88	2.13

3.2 Thermodynamics IV

In 2020 all assessments for THRM401 were offered on-campus. The assessments comprised of three tests and one tutorial submission.. In 2021 all assessments for THRM401 were held online, and again comprised of three tests and one tutorial submission. The tests, whether online, or on-campus, were almost exclusively calculation based, and were optimised for the online offering. The data presented in Table II excludes the tutorials, as students were given multiple attempts, and may check their solutions, and are not considered accurately reflective of the students' performance. The results for each assessment were weighted, according to the percentage to which they contributed to the final mark, and the average of these weighted results is shown.

The mean scores for the online and the off-campus tests are similar with an approximate 3.7 percentage point improvement. An unpaired t test returns a two-tailed P value of 0.5012, which by conventional criteria is considered not statistically significant. The mean of group 1 ($M1$) - the mean of group 2 ($M2$) = -3.71 meaning it falls within the 95% confidence interval. The standard deviations are again similar, with a slight narrowing. Statistical analysis shows the two sample standard deviations are equal, or of no statistical significance. The ratio of the deviations, $S1/S2 = 1.1$ which

is within the 95% region of acceptance and the F test = 1.2208, which is again in the 95% region of acceptance. The skewness and kurtosis values again indicate no major differences in the shapes of the two distributions. There appears to be no significant difference in student performance, in online assessment versus on-campus assessments, in this module

TABLE II. THERMODYNAMICS IV

THRM401	Assessment results			
	<i>Mean</i>	<i>Std. Dev.</i>	<i>Skewness</i>	<i>Kurtosis</i>
2020	60.91	18.43	-0.534	-0.027
2021	64.62	16.68	-0.32	0.065

3.2 Environmental Engineering

In 2020 the assessments for EVLE 101 comprised of three minor multiple choice tests, offered online and one on-campus major assessment. The major assessment comprised of multiple choice, short theory questions and a case study. The three online tests had already been optimised to take into account the online/open-book nature of the assessments, but the on-campus assessments were run as typical closed book assessments. In 2021 the assessment structure was similar to 2020, but the major assessment, previously held on-campus, was split into two separate assessments, both offered online. The structure and content of these two assessments were optimised for online offering. The data presented in Table III compares the final results for both offerings of the module.

The mean scores for the online and the off-campus tests are very similar with an approximate 3.6 percentage point improvement. An unpaired t test returns a two-tailed P value of 0.0722, which by conventional criteria is considered not quite statistically significant. $M1 - M2 = -3.6$ meaning it falls within the 95% confidence interval

The standard deviations show with a slight narrowing. The ratio of the deviations, $S1/S2 = 1.63$ which is not within the 95% region of acceptance and the F test = 2.655, which is again not in the 95% region of acceptance. Although slight, there is a statistically significant difference between the two sample standard deviations. This slight narrowing of the standard deviation is and, the slightly decreased kurtosis, implies that the results were clustered closer around the mean, and they were skewed slightly positive. On the whole, students did slightly better in the 2021 assessments, most probably aided by the 'open book' environment that all assessments were held in.

TABLE III. ENVIRONMENTAL ENGINEERING

EVLE101	Assessment results			
	<i>Mean</i>	<i>Std. Dev.</i>	<i>Skewness</i>	<i>Kurtosis</i>
2020	69.01 %	12.5	0.01	-1.01
2021	72.61 %	7.64	0.27	-0.44

4. Conclusion and Further Work

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.

The calculation based assessments of THRM401 and FLDM301 saw no significant difference in student performance between the online and on-campus offering of the various assessments. There was a slight difference in performance between the online and on-campus offering of the theory based EVLE101. The open-book environment of the online assessment may explain this.

It is possible to conclude that the online questions were well constructed, had an appropriate level of difficulty, and that cheating was minimised and/or eliminated. These cannot be disaggregated, but collectively it appears that the objectives were met, and the tests were fit for purpose. Although it would appear that cheating was either minimised or absent, online proctoring, should nonetheless be considered by the university in order to fully secure the validity of the assessments.

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Teaching Through Projects as a Motivating Factor for the School Community

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Abstract:

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.

Key words: *Research, Projects, PBL, 21st Century Skills, Motivation*

The project, as a method is actively used in the learning process nowadays. Its actuality dates back to the 20th century. Project-based learning is one of the most common methods of problem-based learning, and planned project-based lessons are a variety of problem-solving work that develops research, creativity, collaboration, and communication skills.

Project-based learning is one of the most common methods of problem-based learning, and planned project-based lessons are a variety of problem-solving work that develops research, creativity, collaboration, and communication skills.

Project-lesson is a special form of teaching that provides purposeful teaching, in which teachers and students develop a plan to work on a jointly formulated issue, participate in problem solving, and as a result present the final product or report on a particular issue.

Working on a project will raise new issues for teachers and students that are different from the traditional learning process. Project-based learning involves the involvement of out-of-school institutions and additional individuals in the learning process, all of which increases the potential for competence for both parties.

The process of working on a project puts the student in the role of an active learner, where he has to deal with different types of challenges, has to find different ways to solve the existing problem.

Project-based learning presents students as builders of their own knowledge.

The PBL is based on the Progressive Education Movement, which encompasses student-centered and experimental approaches to education that support “deeper learning” through active exploration of real-world problems and challenges. (Pellegrino and Hilton, 2012)

Inspired by the philosophy of John Dewey, William Heard Kilpatrick developed the “Project Method”, referred to as the first model of project-based teaching (Peterson, 1997).

Kilpatrick believed that the main key to the “project method” was to engage in activities that aroused students’ interest. Kilpatrick’s ideas became widespread among teachers and administrators during the progressive education movement, but have since been significantly revised.

It is noteworthy that the new approaches focused on PBL and other students were viewed with a critical eye by scholars for whom the traditional approach was considered highly reliable and robust.

In-depth learning is the process by which students develop 21st century skills and competencies.

This definition of “deeper learning” is consistent with the definition of the National Research Council (NRC) (Pellegrino and Hilton, 2012). 21st Century Competencies are about “transferable knowledge” and the skills to know “how, why, and when to apply that knowledge” (Pellegrino and Hilton, 2012, p. 6)

According to the NRC, 21st century competencies are divided into three domains: cognitive, interpersonal, and intrapersonal. Historians have found evidence that the concept of “learning projects” was developed in the 17th and 18th centuries (Knoll, 1997).

Some debate has arisen between the difference between project-based learning and problem-based learning.

PBL scholars distinguish and say that these two concepts have different histories, and also agree that problem-based learning is one of the types of project-based learning (Larmer, 2014).

Others argue that it is important to clarify the differences between these two concepts because some project-based teaching approaches, unlike problem-based learning, require teachers to specify the final product and provide a guiding approach to students in creating the product. (Savery, 2006).

Recent changes in education reform may also contribute to the popularity of PBL. Education reformers and policymakers are increasingly advocating a broader and more comprehensive vision of public education in line with PBL’s deeper learning objectives.

Proponents and researchers of PBL have long argued that technology can support the successful implementation of PBL and increase its effectiveness (Blumenfeld et al., 1991).

Project-based teaching can be applied to any subject.

Project-based learning has many advantages:

- Project-based learning is a much more fun and exciting process for students than a traditional one.
- Project-based learning helps students to imagine different situations, to perform a variety of activities, during which time they may find new skills, hobbies, interests, get to know themselves better.
- Students spend a variety of activities. Develop a variety of interpersonal skills. During the project, students collaborate in pairs, groups, interview, conduct surveys, analyze collected information, and communicate with project participants.
- During project-based learning, students relate the study material to life situations.
- Learners develop creative thinking, become more creative.
- Project-based learning goes beyond the classroom and requires finding new information outside of it in a variety of situations, which further enhances students’ visibility.
- Project-based teaching must take into account students’ interests, tastes, character, age, all of which are a prerequisite for successful project implementation.
- The most important factor in project implementation is the evaluation of project activities, the evaluation of students. Students should be informed in advance about the assessment rubric, it is possible for them to participate in the development of the rubrics.
- At the end of the project, the activities are summarized, the achieved results are analyzed and the created product is shared.
- The use of technology in project implementation makes project activities much more interesting and productive, the visual learning resource helps students to perceive information and remember such information for a long time, especially the involvement of Web 2.0 tools in projects as well as in the learning process in general.
- Project-based learning develops students’ many skills, such as: observation, search, research, presentation, communication and collaboration skills, as well as teamwork, leadership and problem-solving skills.
- If you are implementing a project with students from another school or school in another country, it makes the process of working

on the project even more interesting for the students. Because students are given the opportunity to meet peers, make new friends.

The methodological techniques include:

- Team – Building Sessions;
- Role – Play
- Ice – Breaking and Warm – Up Sessions;
- Energizers
- Group Discussions;
- Debates;
- Questioning;
- Goal – Setting sessions;
- Brainstorming;
- Questionnaires

Objectives

- Getting familiarized with the PBL method
- Trying out apps and sites used in the classroom
- Becoming aware of core 21st century skills and trying activities which promote them
- Analysing descriptors for assessing the development of the core skills in your students
- Becoming aware of different patterns of co-teaching
- Planning lessons and finding ways of implementing PBL to your context of teaching
- Understanding advantages and disadvantages of PBL

Learning Outcomes

- Finding ideas of projects that can be applied in your context of teaching
- Planning a lesson / sequence of lessons with PBL
- Having a set of apps and sites useful for you and your students
- Getting practical ideas of how to develop 21st century skills in your students which are related to using PBL
- Networking with teachers from various European countries
- Improvement of language and communication skills
- Increased capacity to cooperate on international level

Project-based teaching must take into account students' interests, tastes, character, Age, all of which are a prerequisite for successful project implementation.

One of the most important factors in project implementation is the *evaluation* of project activities, the *evaluation of students*. At the end of the project, the activities are summarized, the achieved results are analyzed and the created product is shared.

The use of technology /web 2.0 in project implementation makes project activities much more interesting and productive.

Project-based learning develops students' many skills, such as: Observation, search, research, presentation, communication and collaboration skills, teamwork, leadership, problem-solving skills.

A project with students from another school or school in another country, it makes the process of working on the project even more interesting for the students. Because students are given the opportunity to meet peers, make new friends. One of the most effective way is to be an active teacher on eTwinning platform, where the teachers from different countries plan and perform together. This is a place where enthusiast teachers generously share their knowledge and experience with each other. One of the most important factors of eTwinning is a collaboration among teachers, students, schools, parents and local authorities. In eTwinning teachers work together and organize some activities for their students. Everybody is actively engaged, they have an active role, interact, investigate, make decisions, respect each other and learn 21st century skills. Successful projects are awarded by eTwinning Quality Labels, they indicate that the project has reached a certain national and European standard. The European Quality Label is a second mark of success and indicates that the project has reached a certain European standard. Huge amount of experience and such recognition plays an important role in motivating students. For 21st century students it is also motivating to have intense connection to technologies. As the platform is online, it is important to use different web 2.0 tools (such as www.padlet.com www.menti.com www.storyjumper.com and etc.) This space helped the teachers and students to keep pace while being online during the pandemics, as well.

According to my research, all of the teachers, students and parents I have questioned, have a positive attitude toward it, as the projects are diverse, they do not get bored and develop diversely.

Projects are double effective when they are connected to real life and the students see the necessity of acquiring, they learn better and with joy when they are involved. As John Dewy stated: "Give the pupils something to do, not something to learn and the doing is of such a nature as to demand thinking, learning naturally results.

To make a close connection among the real life and the tasks completed in the classroom, it is productive to use PBL. Problem based learning is generally connected to real life needs.

One of the projects performed at school was connected to bullying prevention and raising the awareness among children. It involved almost every grade, the activities differed according to the needs and interests of the students. The other project was designed to make the students healthier, to have healthier eating habits, to pay more attention to this subject, I also worked on media literacy, with higher graded students, and many more, I can say that it enhanced my and my students motivation, integrating project activities in teaching schedule promoted teaching language skills and doing activities planned for the project doubles the result of the target subject and boosts motivation, as well.

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Can Learning Scales Provide an Antidote to ‘Curse of Knowledge’?

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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.

Key words: ‘curse of knowledge’, learning scales, learning outcomes, assessment rubrics

Defining ‘Curse of Knowledge’

The term ‘Curse of Knowledge’ has been first coined in the book *Made to Stick* by Heath and Heath (2008) and has been defined as the gap between teachers with knowledge and learners without knowledge. The gap shows how teachers, while judging from their own perspectives, could be blind to the students’ learning needs, requirements, wants and desires. The context of experiencing a cursed knowledge refers to a blurred picture of the information transmission process, where teachers have wrong assumptions about their students’ learning habits and behavior patterns. The ‘Curse of Knowledge’ creates the classroom setting, where teachers are granted the opportunity to visualize a whole picture of information, knowledge that tends to be explained while learners can only experience and digest a tiny piece of that knowledge.

Learning Scales and Rubrics

Learning scales are formative and summative assessment tools serving to diagnose learners’ progress and needs in the process and communicate levels of performance after the process. It is notable that learning scales focus on what learning matters most (Rich, 2009), as the primary goal is to show learners’ progress, areas for improvement and provide additional resources, reference materials to fill out the knowledge gap rather than accumulating the grades only. Identifying the learning target helps teachers accelerate the learners’ progress.

Rubrics are designed for summative-minded assessment setting, where teachers and learners calculate grades. It should be noted that rubrics do provide a clear-cut picture for teachers and students how to avoid a subjectivity and complexity assessment. Even though the rubrics serve a purpose of reflecting over learners’ performance, they are not focused on tracking the whole learning process. According to Andrade (2010), ‘rubrics are designed to evaluate, mainly but not exclusively, the product of an activity’ (p.8) The discrepancies between assessment rubrics and learning scales are provided in the table below.


Table 1. Illustrating the differences between assessment rubrics and learning scales

Assessment Rubrics	Learning Scales
<ul style="list-style-type: none"> • Focus on a variety of skills that are related to different standards; • Evaluate a final product • Calculate grades 	<ul style="list-style-type: none"> • Focus on one learning objective • Evaluate learning process • Identify degrees of mastery for a learning goal

The table below shows the learners' role in their own assessment, which enables them to identify their place on a scale and what they need to work on next.

Table 2. Examples of Rubric and Learning Scale

Rubric				
	D-F	C	B	A
Identify a theme(s) in a text.	The learner showed little to no evidence of being able to identify a theme in a text.	With guidance, the learner identified themes in texts.	The learner independently recognized an important theme in a text.	The learner showed exceptional skill at identifying important themes in texts.

Learning Scale				
				
Identify a theme(s) in a text.	I can skim familiar texts and use a list of themes to identify themes in these texts.	When provided a theme, I can locate specific parts of texts that help develop that theme.	I can recognize important themes in texts we read in this class.	I can use this skill in other settings, identifying important themes in texts / experiences.

Source: Rich, B (2019)

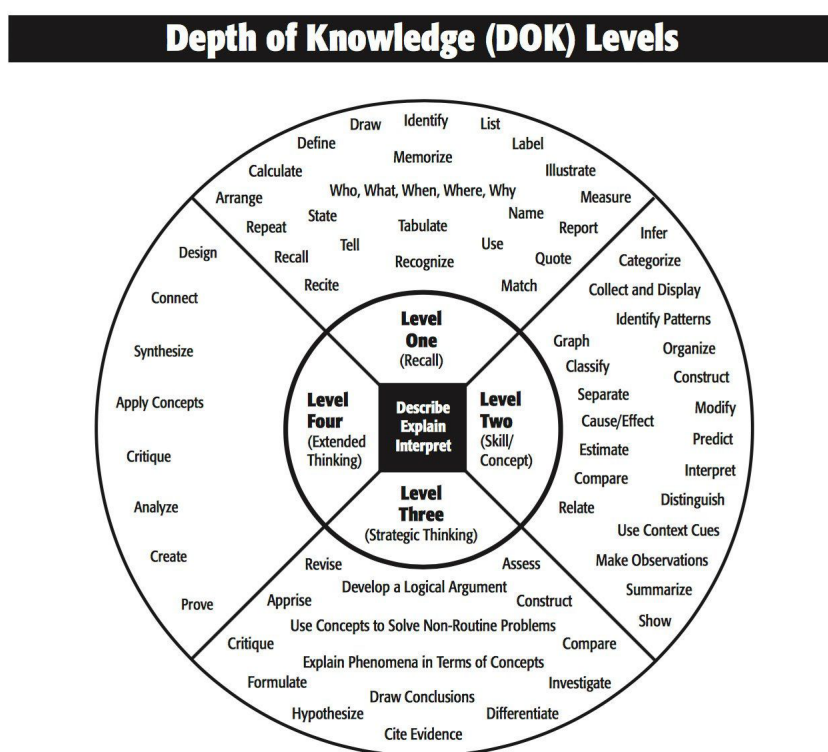
As learning scales pay more attention to students' engagement in the process of observing, monitoring, assessing and documenting their own progress, the scales are more of a strength-based nature rather than deficit-based (e.g. I can...). The statements in the learning scales:

- are written in present tense and use first person, which once again emphasizes the learners' role;
- define a learning target and apply to different colors (bold), which assists learners find their learning target, areas for improvement and plan the future steps;
- include the resources, which facilitates learning process.

Considering all the necessary features of the learning scales it could be pinpointed here that they serve designing a democratic, learner-centered environment as the learners are in the center of their own learning and assessment.

The core concept of learning scales lies in the framework of Depth of Knowledge (DOK) developed by Norman Webb in 1997. The main purpose of this framework is to categorize activities according to the level of complexity in thinking. According to Francis (2017), ‘the goal of DOK is to establish the context—the scenario, the setting, or the situation—in which students express the depth and extent of the learning’ (p.37). The following figure shows four levels of DOK from the lowest (basic recall) to the highest (extended thinking).

Figure 1. Depth of Knowledge (DOK) Levels



Source: Webb, N. (2006)

The action verbs from DOK levels can help educators define clear learning targets and allow learners measure their academic performance and progress.

Conclusion

Learning scales can provide an antidote to ‘Curse of Knowledge’. Teachers using learning scales for assessment purposes can fill out the knowledge gap that might exist between teachers with knowledge and learners without knowledge. Learning scales provide a whole picture of teaching and learning targets. Learning scales as formative assessment tools are excellent visual guides to show and document learners’ progress and achievement. Learning scales promote learner autonomy, responsibility to manage their learning and assessment process independently, which is an essential part of democratic, student-centered teaching and learning environment.

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Gas! Gas! A Poststructuralist Perspective on Wilfred Owen's "*Dulce et Decorum est*"

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Abstract

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.

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

1. Introduction

When the Roman poet Horace wrote that it is sweet and fitting to die for one's country (Horace, 1997, p. 161), he could not have known that his assertion would become a rallying cry for warmongers two millennia later. Nor could he have known that a young military officer would turn his encomium inside out, upside down, and place it forever in the realm of invidious lies, but that is exactly what a lieutenant in the British Army did. When Wilfred Owen wrote, "Dulce et decorum est," he did so in the midst of a "great war," in which the phrase was used as chauvinistic propaganda by those on the home front who had, in the words of fellow English poet Siegfried Sassoon (1917), no "regard the continuance of agonies which they do not share, and which they have not sufficient imagination to realise."

2. Literature review

Our review of the literature had its focus on Wilfred Owen's poem "Dulce et decorum est," in the context of the war in which he fought and died. In order to explore the poetry in greater depth, we also reviewed the literary theories of structuralism and poststructuralism. It is the latter that best informs our understanding of the text itself and the turbulence that it caused as it excoriated the concept of Horace, that it is "sweet and fitting" to die for one's country. In the process of reviewing the literature of the poem and other war poets, we discovered a rich vein of pro-war poetry which bears greater investigation (Daniels, 2021; Deutsch, 2012).

2.1. While both Owen and Sassoon have been extensively anthologized (Featherstone, 1995; Ferguson, 2014; Hollander, 1999; Stallworthy, 2015), relatively little of their poems have been analyzed using the approaches of modern literary theory (Barry, 2017). One notable exception is the criticism of Benz (2018). Benz points out that "Dulce et Decorum Est," the poem under study here, "has not received the close scrutiny it deserves, particularly in terms of its linguistic and rhetorical features" (p. 1). Benz also notes the "Declaration" by Siegfried Sassoon, "a 236-word protest against what he considered an 'evil and unjust war,'" which "caused a volatile reaction among authorities, both civilian and military." Benz notes that the Owen poem "makes a case every bit as rhetorically powerful as Sassoon's 'Declaration'" (p. 2).

Bartel (1972) and Bouyssou (1982) make clear Owen's knowledge of the Bible and his ability to turn that sacred text against the pro-war argument. Bartel's analysis of "The Parable of the Old Man and the Young" parodies the myth of Abraham's near sacrifice of his only son Isaac in Genesis 22. Bartel also brings to our attention a less well-known poem in which Owen takes on the admonition of Jesus in John 15:13 that "Greater love hath no man than this, that he lay down his life for his friends." Owen clearly sees the irony here in laying down one's life for the love of his friends and the glory of dying for one's country.

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2.2. In exploring the literary theories of structuralism and poststructuralism, we went to the source material, the writings of Roland Barthes, Jacques Derrida (Watkin, 2017), and others who developed those theories and explained their nuances and the values of examining a text from those perspectives. From a poststructuralist perspective, there is no better source than “The Death of the Author” (Barthes, 1977) as a way of approaching the Owen poem. The number of meanings is infinite. The author is long gone. We can never know all that influenced Owen as he wrote the poem, nor can we even begin to know the infinite number of ways the poem’s readers will interpret it. In any event, Barthes writes, “It is language which speaks, not the author” (p. 2). “Once the author is gone, the claim to ‘decipher’ a text becomes quite useless” (p. 5).

3. Methodology

This study used four methods of literary research, following the recommendations of Altick & Fenstermaker (1993); Correa & Owens (2010); and Griffin (2016).

3.1. methods. In addition to a broad review of the literature of war poetry in general and the poetry of World War I, the study engaged selected material with close reading, structuralist analysis, and poststructuralist perspective.

3.2. background information. There is abundant material regarding war poetry, World War I, and both the pro-war writers, e.g., Jessie Pope, (1915) and the anti-war writers, including Wilfred Owen and Siegfried Sassoon, as well as Rupert Brooke (Clarke, 2013), and others. Pope was a “staunch supporter of the Allied war effort” who authored the agitprop ballad, “The Lads of the Maple Leaf” in 1915 (Araujo, p. 326). Indeed, it may have been Pope’s jingoistic poem that compelled Owen to write one “of the most scathing indictments of the war.”

For this study, however, we reached back into the mists of history for early war poetry that may inform our understanding of the universality of anti-war passions in time and space.

3.3. early war poetry. Preceding Homer (2007), scholars have found what is thought to be the earliest recorded war poetry, by Enheduanna, a Sumerian priestess. In about 2300 BCE, she railed against war, writing:

You are blood rushing down a mountain,
Spirit of hate, greed and anger,
dominator of heaven and earth! (Craven, 2018)

In China, Li Po “raged against battles he viewed as brutal and absurd. ‘Nefarious War,’ written in 750 AD, reads like a modern-day protest poem:”

men are scattered and smeared over the desert grass,
And the generals have accomplished nothing. (Craven, 2018)

3.4. poetry of World War I. Rudyard Kipling (2011) may be one of the best-known poets of the late 19th and early 20th centuries. Before September 27, 1915, Kipling was an ardent supporter of any war in which Britain involved itself. But on that day, in France, his only son was shot and killed (Flothow, 2007), and Kipling found he could no longer write persuasively in support of his nation’s wars. Instead, he took up the cause against war and for those young men who were lucky enough to survive, as in his “Tommy” (Kipling Society, 2022):

I went into a public 'ouse to get a pint o' beer,
The publican 'e up an' sez, " We serve no red-coats here."
The girls be'ind the bar they laughed an' giggled fit to die,
I outs into the street again an' to myself sez I:
O it's Tommy this, an' Tommy that, an' " Tommy, go away"
But it's " Thank you, Mister Atkins," when the band begins to play
The band begins to play, my boys, the band begins to play,
O it's " Thank you, Mister Atkins," when the band begins to play.

I went into a theatre as sober as could be,
They gave a drunk civilian room, but 'adn't none for me;
They sent me to the gallery or round the music-'alls,
But when it comes to fightin', Lord! they'll shove me in the stalls!
For it's Tommy this, an' Tommy that, an' " Tommy, wait outside "
But it's " Special train for Atkins " when the trooper's on the tide
The troopship's on the tide, my boys, the troopship's on the tide,
O it's " Special train for Atkins " when the trooper's on the tide.
Yes, makin' mock o' uniforms that guard you while you sleep
Is cheaper than them uniforms, an' they're starvation cheap.
An' hustlin' drunken soldiers when they're goin' large a bit
Is five times better business than paradin' in full kit.
Then it's Tommy this, an' Tommy that, an' Tommy, 'ow's yer soul? "
But it's "Thin red line of 'eroes" when the drums begin to roll
The drums begin to roll, my boys, the drums begin to roll,
O it's " Thin red line of 'eroes, " when the drums begin to roll.

We aren't no thin red 'eroes, nor we aren't no blackguards too,
But single men in barricks, most remarkable like you;
An' if sometimes our conduct isn't all your fancy paints,
Why, single men in barricks don't grow into plaster saints;

While it's Tommy this, an' Tommy that, an' Tommy, fall be'ind,"
But it's "Please to walk in front, sir," when there's trouble in the wind
There's trouble in the wind, my boys, there's trouble in the wind,
O it's "Please to walk in front, sir," when there's trouble in the wind.

You talk o' better food for us, an' schools, an' fires, an' all:
We'll wait for extry rations if you treat us rational.
Don't mess about the cook-room slops, but prove it to our face
The Widow's Uniform is not the soldier-man's disgrace.
For it's Tommy this, an' Tommy that, an' Chuck him out, the brute! "
But it's "Saviour of 'is country " when the guns begin to shoot;
An' it's Tommy this, an' Tommy that, an' anything you please;
An 'Tommy ain't a bloomin' fool - you bet that Tommy sees!

3.5. results and analysis

The unit of analysis for this study is Wilfred Owen's decidedly anti-war and highly provocative poem, "Dulce et Decorum est" (Walter, 2006, pp. 141-142). Given the breadth of war poetry throughout the ages, and the many books and scholarly articles on the poetry of World War I, it seemed appropriate to narrow the focus to one poem. The selection of this poem was not difficult, as it has been anthologized in the most notable collections of war poetry and as it offers the most striking imagery of the genre.

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs,
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots,
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of gas-shells dropping softly behind.

Gas! GAS! Quick, boys!—An ecstasy of fumbling
Fitting the clumsy helmets just in time,
But someone still was yelling out and stumbling

And flound'ring like a man in fire or lime.—
Dim through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues,—
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: Dulce et decorum est
Pro patria mori.

We analyze this poem in juxtaposition to Owen's other much admired anti-war poem, "Anthem for Doomed Youth" (Stallworthy, 2015, p. 204). Owen uses a full range of poetic techniques to describe as much as may be possible the sounds of battle.

What passing-bells for these who die as cattle?
— Only the monstrous anger of the guns.
— Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries now for them; no prayers nor bells;
Nor any voice of mourning save the choirs,—
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.

What candles may be held to speed them all?

Not in the hands of boys, but in their eyes

Shall shine the holy glimmers of goodbyes.

The pallor of girls' brows shall be their pall;

Their flowers the tenderness of patient minds,

And each slow dusk a drawing-down of blinds.

What we did in this study was to analyze Wilfred Owen's war poem from a Poststructuralist perspective. But first, we needed to understand Structuralism, the literary theory developed by Ferdinand de Saussure (2001), the father of linguistics (Culler, 1986). Saussure looked at a text in terms of its structure. How did the elements of the text fit together? A sign consists of a signifier, like the word TREE, and the thing that it signifies. A tree in nature. A sign may be a symbol, something that might remind us of a tree, or an icon, a realistic picture of the tree, or an index, words that look nothing like a tree but are used to describe the characteristics of a tree.

Jacques Derrida took exception to several aspects of structuralism. While structuralism asserts an underlying objective reality, Derrida rejects the idea that a text has any one meaning. There is in a text a radical uncertainty; i.e., we can never know with certainty either what the author intended or what the author did not intend. Roland Barthes, in his seminal article, "The Death of the Author" (Barthes, 1977), separates the author, and whatever meaning the author might have implied, from the infinite number of meanings that readers might infer. The author implies. The reader infers. The text is all that matters. There is nothing outside the text, no objective reality, no single truth. "It will always be impossible to know, for the good reason that all writing is itself this special voice, consisting of several indiscernible voices, and that literature is precisely the invention of this voice, to which we cannot assign a specific origin." Have we not all had the experience of reading something at age 10 and reading it again some years later and seeing something quite different?

From a poststructuralist perspective, we suggest two new terms for literary analysis. Duality of implication refers to two opposite intentions on the parts of the authors. For example, we have Jessie Pope, an English poet who glorifies war, its uniforms, its music, its parades. The slogan of this pro-war stand is "My country, right or wrong." The mothers and wives say to their sons and husbands, GO! Go to the front. Go to the battle. If you die, it will be in a good cause. The other side of the duality of implication proclaims that War is hell. Poets like Wilfred Owen and Siegfried Sassoon are having none of it. They have fought. They know what war is. They write poems with an anti-war implication. Carol Bly, a strong anti-war advocate, wrote, "No work of literature is the product of only one or two conscious ideas. A story – or poem – is mysteriously dense of meaning" (Bly, 2022).

The author implies. The reader infers. Poststructuralism sees a "multiplicity of inference." Each reader will infer a meaning or set of meanings drawn from that reader's experiences. One reader might imply from a text a jingoistic meaning (Cunningham, 1983). Synonyms for jingoism are chauvinism, fascism, isolationism, xenophobia, and superpatriotism. Jingoism is the feelings and beliefs of people who think that their country is always right and who are in favor of aggressive acts against other countries. In the Chris Rock movie *Head of State*, one of these people says, "God bless America and no place else." The word comes from the British imperialist song, "We don't want to fight, but by jingo, if we do, we've got the men and coin and ships and guns to see it through and through and through" (NLI, 1914). War poetry contains that multiplicity of inference. Jessie Pope, the pro-war poet, never saw combat. Siegfried Sassoon and Wilfred Owen saw combat. They lived combat. They were both wounded. Pope, Sassoon, and Owen would infer different meanings from a text on war. Structuralists look for meaning in a text. Poststructuralists see an array of opposite meanings, of opposite inferences. On the one hand, the Jessie Papes would see the nation, honor, valor, righteousness of the cause, and ultimate conquest. On the other hand, the Sassoons and Owens see death, destruction loss, a prolongation, and evil.

Looking for meaning of Wilfred Owen's poem, we can use structuralism and post structuralism. From a structuralist perspective, we see the poem itself as the signifier and war is the signified, and war is objectively true in the poem. Recall the word tree is a signifier and the tree itself is the thing that is signified. Another model might be more familiar. The phrase "I'm lovin' it" is a signifier. The McDonald's restaurant is what the signifier evokes. Together, the signifier and the signified comprise the sign that conveys meaning. The sign may be one of three things: It can be a symbol, which may or may not look like the thing that is signified. The sign could be an icon, which does look like the thing that is signified. Or the sign could be an index, for example, a word that relates to the signified. So, what do we see from the poststructuralist perspective? The poem is the signifier, but there is no signified, and there is no objective truth. We find it useful to reduce the poststructuralist perspective to an equation.

$$\text{Meaning} = \sum_i^{\infty} x_i \sum_j^{\infty} x_j$$

Where

Meaning is the inferences of the readers of a text

x_i is the i th reader of the text.

x_j is the j th encounter of the text by the i th reader

There is assumed to be an infinite number of readers of a text. It is further assumed that each reader will read the text an infinite number of times. The interpretation of the equation is that the number of meanings is infinite. We created this equation to show that the *Meaning* of a text is the sum of all readers, from one to infinity times the sum of the different encounters that each reader has with the text, from one to infinity. "It is language which speaks, not the author" (Barthes, 1977, p. 2). It is not Shakespeare who speaks to us; Shakespeare is dead. It is Sonnet 18 that speaks to us. It lives. Or as Barthes puts it, "Linguistically, the author is never anything more than the [person] who writes, just as I is no more than the [person] who says I: language knows a "subject," not a "person," and this subject, void outside of the very utterance which defines it, suffices to make language "work," that is, to exhaust it" (Barthes, 1977, p. 3).

So back to the substance of the text. *Dulce et decorum est Pro patria mori*. It is sweet and fitting to die for the homeland. Well, that's one way of looking at it. But Owen was there. It wasn't at all sweet. Sorry, Horace. The key to unlocking the door to multiple meanings is in the first two words: Gas! Gas! That's the signifier. One attempt at identifying the signified, from a structuralist perspective, is the choking soldier. So, we have the sign. It's the signifier plus the signified. But is the sign a symbol, an icon, or an index? I might like to think it's an icon, the poisonous fog of war. But the poststructuralist perspective is that it could be any of these things. It's up to the reader. The meaning no longer belongs to Wilfred Owen. He's dead. He died a week before the Armistice in November 1918. The meaning belongs to you...and to me.

We are unable to discover in the literature much of Owen's religious beliefs, which might have informed our understanding of the implications of the poem. What we do know is that he makes frequent references to the Bible. He uses the Bible extensively. For example, his short poem "The Parable of the Old Man and the Young" is an unmistakable parallel to his anti-war poetry. Abraham, in Genesis 22, is willing to sacrifice his only son, Isaac, "for a burnt offering," in obedience to his God, whom Owen characterizes as a "war lord whose pride causes him to slay his son and half the youth of Europe as well" (Bartel, 1972, p. 36). When an angel points to a ram "caught in a thicket by its horns," the angel tells Abraham to sacrifice the ram instead of his son: "But the old man would not so, but slew his son, And half the seed of Europe, one by one" (p. 38). We see in "The Parable" Owen's contempt for the old prideful war lords who slavishly follow their pride with terrible consequences not for themselves but for the youth who are fraudulently lured by rhetoric to their deaths in wars the causes of which they could not understand.

3.6. Discussion

This investigation reveals the value of applied literary theory. It is one thing to understand the theory—and that in itself may not be easy—but it is another thing to apply that theory to any specific text, and even more challenging when that text is a poem. A poem by its nature is already highly compacted, dense, and encoded. The informed reader has the challenge, the opportunity, and the gratification of discovering what lies behind, under, and beside the text. A poststructuralist perspective of any poem, including the poem that is the subject of this study, not only helps to discover those hidden treasures but to consider questions about the world in which we live and to raise new questions in a perpetual quest for meaning. Those of us who have known war, who have felt its touch, have seen its carnage, take away from Owen's poem meanings that can never be shared directly with others who have not known war.

4. Conclusion and Recommendations

The study concludes with four observations. First the poem has what we decided to call a “duality of implication.” Authors of war poetry are either pro-war or anti-war, depending on a myriad of factors that impact their outlook. Second, it also has a “multiplicity of inference.” Readers will infer different meanings, again depending on the factors that influence their thinking as they encounter the text for the first time or subsequent times. Third, we affirm that poststructuralism adds value to the analysis of the poem. We come, with Barthes and Derrida, to see that there is not one unifying objective truth underlying any given text. And fourth, we suggest that more poems need to be analyzed using a poststructuralist perspective. This requires that students of English language and literature take a full-semester course in literary theory.

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International Students' Satisfaction at Georgian Higher Education Institutions

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Abstract

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, overseas students named lack of scholarship opportunities and temporary jobs possibilities during the study period.

Keywords: *International students, higher education institution, international students' satisfaction*

Introduction

Georgia declared his aspiration to become a competitive member of developed countries' large families very soon after the collapse of the Soviet Union. The country has overcome tremendous obstacles to make transformation from closed to open, education-based society. Mass reforms and support of international cooperation has led Georgia to strengthen the education sector, bring modern understanding, knowledge, standards, and methodologies and raise contemporary human capital for the further development opportunities of the country (Chitashvili & Glonti, 2007).

After joining the Bologna Process and becoming the member of the European Higher Education Area (EHEA), the country managed to modernize its HE system, by introducing three-cycle degree programmes, establishing the quality assurance offices at universities, implementing regulations corresponding to the Bologna requirements, introducing European Credit Transfer and Accumulation System (ECTS) and etc. (Lezhava, 2016). The reform envisaged introduction of innovative education standards, textbooks, and curriculum, teaching and learning methods. Moreover, investment in research and international cooperation was promoted. Accepted standards and overall measures decided on governmental level served to on the one hand raise competitive and innovative thinking youth and on the other hand make Georgia attractive study destinations for the international students (Zhvania, 2016). The internationalization agenda was essential for the country to overcome all the challenges and obstacles inherited by the Soviet time. Alignment with the Western higher education and modernization of the Georgian HE system was the only way to raise a civic-minded, knowledge-based society and not the society which is accustomed to work in the planned economy (Nastase, 2020).

While integration into the European Union is one of the main priorities for the Georgian government, internationalization and student mobility at HEIs became even more essential. International mobility is of two kind movement: from a native country abroad and vice versa (Chokheli & Alphenidze, 2015). Intensity of both kinds of mobility is a major goal of the Bologna Process. Staff and student mobility have been intensified in Georgia since 2005. In the framework of ERASMUS+, DAAD, Fulbright Foreign Student Program (USA), Georgian French University and etc. hundreds of students and academic or administrative staff have been given the opportunity to study in various European and US HEIs.

Data of the outbound Georgian students has not been fluctuating much, while the number of international students has increased from 2010 till nowadays. Georgia hosted nearly 3000 oversea students in 2013 (Pipia, 2017). In 2016 the number of foreign students exceeded six thousand and by 2019, already 12 945 foreign students studied in Georgia (Nastase, 2020). “This fact could be explained through a great increase in English programs and consequently, stress the improving quality of education” (Pipia, 2017). The previous studies (Gurchiani, 2020) (Peranidze, 2020) (Zhvania, 2016) revealed, the country is attractive for international students for several factors: diploma recognition, international reputation of HEIs, not high tuition fee, English-instructed academic programs, quality of education, safety of the country, not expensive living and travel costs. Nevertheless, the same studies also identified hindering factors recommending the universities and policy makers to be eliminated. Lack of English-instructed and internationally recognized education programmes (besides medicine and other health related educational programmes), crucial lack of dormitories and student life management chances for the oversea students before arriving in the country, not rich extracurricular, career development, student supporting services and etc.

Although the country has undertaken a mess of reforms in the higher education (HE) sector and has been steadily trying to modernize teaching and learning processes at HEIs in Georgia, still the Georgian HE system needs to gain prestige and trust from the developed countries in order to become a provider of horizontal mobility (from developed to developed countries) (Pipia, 2017). As nowadays the country is attracting students from neighboring, developing countries and is a provider of vertical mobility (from underdeveloped/developing to developed countries) (ibid). Majority of incoming students are from India, Iran, Iraq, Nigeria, Azerbaijan, Turkey, Russia and Israel (Zhvania, 2016). Health and welfare programs are the most popular among international students in Georgia. Tbilisi State Medical University, followed by New Vision University and University of Georgia are the most attractive institutions for oversea students (Peranidze, 2020). All these HEIs offer medical programs and together account 42% of the total number of international students (ibid). As Georgia is not like China, India or Turkey to make a breakthrough in a very short period, the country needs much more time to gain international reputation and trust, thus robust and consistent development strategy is vital (Zhvania, 2016). Nevertheless, if we compare 2010/2012 international market share to 2019/2020, the increase of Indian students at Georgian HEIs becomes visible. Nearly ten years ago foreign students from Azerbaijan were leading, while Indian students were lagging behind (Gabrichidze, 2015). Leadership of Georgian HEIs and especially medical school leaders' work on the marketing strategies to attract and retain international students from India, Iraq, Sri-Lanka, etc. They clearly understand that international student mobility is one of the most important indicators of internationalization of HE in Georgia and mostly they realize financial benefits accumulated from the inbound students.

Research Methodology and Methods

Quantitative research was delivered to the specific group of (international) students at five higher education institutions of Georgia. The main focus of the survey was to identify the oversea students' overall satisfaction and what measures university management applied to attract and retain them, how were they supported at pre and during study period and whether their expectations seemed proved or not. If the management took into account their complaints and problems and how they were solved.

The questionnaire was sent to all the active international students at five universities under the research. 246 active foreign students participated in the research. 196 filled google form questionnaire via internet and 54 filled it by pen or pencil. The questionnaire consisted of 36 questions. The data was analyzed by using SPSS platform in order to calculate mean, median, mode and standard deviation. All these measurements are central parts of statistics. Mean is average value. Median is a middle value in statistics. Mode represents most frequently repeated value. Standard deviation shows how much the data deviates from mean. Albeit, sometimes there was no need to represent all the types of measurements and performance of the quantity of the participants created the overall concept of the data. In order to ensure the anonymity of the HEIs, they were randomly labeled as: Geo Edu N 1, 2, 3, 4 and 5. As for the students, they remained anonymous.

Nevertheless, before sending the questionnaire the participants were informed that their participation was voluntary guaranteed by the anonymity. They were also given permission to be dropped out if they did not like the questions.

The first table represents number of participants according to the universities under the study (*table 1*). Majority of them are from the Geo Uni N 1 (30%) and Geo Uni N 2 (38%). International students of the Geo Uni N 4 and 5 expressed very little interest in participation (7 % and 8 %).

Higher Education Institution					
	Answer	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Geo Edu N1	75	30.5	30.5	30.5
	Geo Edu N2	94	38.2	38.2	68.7
	Geo Edu N3	39	15.9	15.9	84.6
	Geo Edu N4	18	7.3	7.3	91.9
	Geo Edu N5	20	8.1	8.1	100.0
	Total	246	100.0	100.0	
	Missing	0			

Table 1 Higher Education Institution

More than 96% of the research participants as it was expected are studying on the bachelor's level (including 6-years Medical Doctor educational program) (*table 2*).

Level of Education					
	Answer	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's	238	96.7	96.7	96.7
	Master's	6	2.4	2.4	99.2
	PHD	2	0.8	0.8	100.0
	Total	246	100.0	100.0	
	Missing	0			

Table 2 Level of education

99% of the participants are medicine, dentistry and other health related educational programme students (*table 3*).

Educational Program					
	Answer	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medicine	244	99.2	99.2	99.2
	Business Administration	2	0.8	0.8	100.0
	Total	246	100.0	100.0	
	Missing	0			

Table 3 Educational program

Table 4 illustrates distribution of the research participants (international students) according to the countries of origin. Majority of them are from India (nearly 72%) and only few of them are from Lebanon (5.3 %), Israel (5%), Nigeria (4.5%), and other countries.

Country of Origin					
	Answer	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bahrain	2	0.8	0.8	0.8
	Canada	1	0.4	0.4	1.2
	Dubai	2	0.8	0.8	2.0
	Egypt	3	1.2	1.2	3.3
	INDIA	176	71.5	71.5	74.8
	Iran	5	2.0	2.0	76.8
	Ireland	1	0.4	0.4	77.2
	Israel	12	4.9	4.9	82.1
	Jamaica	1	0.4	0.4	82.5
	Jordan	4	1.6	1.6	84.1
	Kuwait	3	1.2	1.2	85.4
	Lebanon	13	5.3	5.3	90.7
	Nigeria	11	4.5	4.5	95.1
	Palestine	1	0.4	0.4	95.5
Valid	Qatar	2	0.8	0.8	96.3
	Turkmenistan	1	0.4	0.4	96.7
	UK	8	3.3	3.3	100.0
	Total	246	100.0	100.0	
	Missing	0			

Table 4 Country of origin

Table 5 represents the overseas students' source of information statistics about Georgia. Majority of them declared they found out about Georgia via internet (32%) or were influenced by friends (30%). Noteworthy, word of mouth has always been making a positive or negative impact on the choice of the customers. Besides friends' advice, more than 20% highlighted that they were attracted by a positive word of mouth from a relative, agent, representative of a university and etc.

Source of Information about Country					
	Answer	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Internet	79	32.1	32.1	32.1
	Word of mouth	50	20.3	20.3	52.4
	Friend's advice	73	29.7	29.7	82.1
	TV	2	0.8	0.8	82.9
	Brochure	31	12.6	12.6	95.5
	Education Fair	11	4.5	4.5	100.0
	Total	246	100.0	100.0	
	Missing	0			

Table 5 Source of information about country

Considering the fact that a lot of international students (32%) receive information via internet, it is undoubtedly interesting to analyze the source of information for the foreign students about the university. Table 6 visualizes that nearly 19% of the respondents found out information about their study destinations via internet, nearly 4% trusted the web portal "study in Georgia" and only 2 % had selected university web pages. Friend's

advice (33%) seems one of the most available sources of information for the overseas students. If we compare outcomes of the *table 4 and 5* concerning influence of word of mouth on the recruitment rate, we can conclude positive feelings and memories of the graduates (33%) and mutual understanding and financial incentives for the agents (22%) are one of the strongest tools for the HEIs to recruit the international students (totally 55%).

Source of Information about University					
	Answer	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Web-page of university	7	2.8	2.8	2.8
	Web-portal "study in Georgia"	9	3.7	3.7	6.5
	Friend's advice	81	32.9	32.9	39.4
	Education Fair	7	2.8	2.8	42.3
	Representative of University	6	2.4	2.4	44.7
	Agent	55	22.4	22.4	67.1
	Brochures	32	13.0	13.0	80.1
	TV	3	1.2	1.2	81.3
	Internet	46	18.7	18.7	100.0
	Total	246	100.0	100.0	
	Missing	0			

Table 6 Source of information about university

The next question was concentrated on the factors influencing on a student's decision which university to choose for his/her professional and educational development (*table 7*). Friend's advice (31%) as it was already mentioned in the previous part of the quantitative analysis was highlighted in the further answers either. A student trusts his/her counterpart concerning quality of education, moving to an unknown country, choosing exactly the university his/her friend had graduated from and etc. As a result, the university leadership should be concentrated on the overall satisfaction of the overseas students as the guarantee of the further sustainable recruitment opportunities.

Factors influencing decision					
	Answer	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Friend's advice	77	31.3	31.3	31.3
	Quality of education	46	18.7	18.7	50.0
	Tuition fee	28	11.4	11.4	61.4
	Safety of the country	31	12.6	12.6	74.0
	International reputation	27	11.0	11.0	85.0
	Student supporting services	23	9.3	9.3	94.3
	Academic programs in English	7	2.8	2.8	97.2
	Living and travel costs	7	2.8	2.8	100.0
	Total	246	100.0	100.0	
	Mode	1			
	St. deviation	2			

Table 7 Factors influencing decision

The table 7 illustrates the factors making influence on a student's choice at pre-study period. It could be compared to the outcomes concerning major satisfaction areas during the study period (*table 8*). Most of the international students stress the quality of education (42%) and professionalism of the academic staff (10%)

as the major satisfaction areas. Nevertheless, safety of the country (about 13%) and tuition fees (8.5%) appear as one of the strongest motivators too along with the student supporting services (about 13%) and university facilities (8%) the overseas students choose Georgia as their study destinations.

Major areas of satisfaction					
	Answer	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facilities	20	8.1	8.1	8.1
	Quality of teaching	103	41.9	41.9	50.0
	Academic staff	23	9.3	9.3	59.3
	Student supporting services	31	12.6	12.6	72.0
	Extracurricular activities	4	1.6	1.6	73.6
	Safety of the country	31	12.6	12.6	86.2
	Living and travel costs	13	5.3	5.3	91.5
	Tuition fee	21	8.5	8.5	100.0
	Total	246	100.0	100.0	
	Mode	2			
	St. deviation	2			

Table 8 Major areas of satisfaction

The following questions were focused on the in-depth understanding of the international students' satisfaction at pre study period. The ease of enrollment, support received during the admission, source of support and orientation service received were analyzed via descriptive statistics (table 9). Ease of enrollment was described by the students as slightly easy procedure (mean and median - 3, mode - 2). According to the statistics, a person assisting newcomers during the enrollment process is an agent (mode 1) (appendix 1). As for the support received during the admission process, the students are focused on receiving advice and recommendations about accommodations and leaving in Georgia (mode 3) (appendix 2).

Descriptive Statistics							
Variables	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Ease of enrollment	246	1	5	3.00	3.00	2.00	1.3
Source of support during enrollment	246	1	5	1.61	1.00	1.00	1.2
Support received during enrollment	246	1	5	2.73	3.00	3.00	1.0
Orientation service received	246	1	2	1.37	1.00	1.00	.485
University regulations explained	246	1	2	1.33	1.00	1.00	.472
Valid N (list wise)	246						

Table 9 Descriptive statistics about enrollment of the international students

The research revealed, during the enrollment process the students rely on the agents' support (table 9). While at study period the vector of source of support is sharply skewed. Majority of the international students rely on a faculty's (39%), dean's (26%), lecturer's (10%) assistance and only 2 % noted that they are not supported at all (table 10.)

Information about support service					
	Answer	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	25	10.2	10.2	10.2
	Faculty	96	39.0	39.0	49.2
	Dean	65	26.4	26.4	75.6
	Quality assurance	9	3.7	3.7	79.3
	Students' ombudsmen	15	6.1	6.1	85.4
	Students' self-government	30	12.2	12.2	97.6
	Not supported at all	6	2.4	2.4	100.0
	Total	246	100.0	100.0	
	Missing	0			

Table 10 Information about support service

Table 11 distributes results of students' satisfaction concerning education programme, quality of teaching, assistance in academic issues and overall student experiences. The outcomes are very much similar to each other, as mean is approximately 3, median and mode - 3 and st. deviation 1.2. The international students under the research are moderator satisfied with the quality of teaching, educational program and assistance concerning academic issues. The responses are somehow controversial to the *table 8* data where the international students expressed satisfaction with the quality of teaching (42%) and professionalism of academic staff (10%). In addition, 13% of the participants performed contentment with the student supporting services offered by their universities. In general, 65% of the respondents showed their gratefulness with the academic and student life via questionnaires. Thus, moderator satisfaction seems not fair when describing their overall educational experience.

Statistics					
		Satisfaction with educational program	Satisfaction with quality of teaching	Satisfaction with overall student experience	Satisfaction with assistance with academic issues
N	Valid	246	246	246	246
	Missing	0	0	0	0
Mean		3.02	2.96	2.81	2.86
Median		3.00	3.00	3.00	3.00
Mode		3	3	3	3
Std. Deviation		1.164	1.144	1.201	1.205

Table 11 Statistics concerning the international students' overall satisfaction

The following questions were oriented on identifying international students' safety at and outside campus and support by the university administration during the off campus activities (*table 12*). The responses were focused on yes/no answers. Safety of the country was noted by the various scholars (Zhvania, 2016), (Lezhava, 2016), (Chokheli & Alphenidze, 2015) in literature review as one of the most important indicators to choose Georgia as study destinations. Low terrorism and criminal rate and feeling of security are essential factors for any person. International students feel safe at and outside campus (mean, median mode - 1). Albeit, different responses were visible in off campus support activities. Most of the oversea students (55%) declared the administration does not support them outside the campus (median and mode – 2) (*appendix 3*).

Statistics				
		Safety at the campus	Safety outside the campus	Off campus support by university administration
N	Valid	246	246	246
	Missing	0	0	0
Mean		1.00	1.00	1.54
Median		1.00	1.00	2.00
Mode		1	1	2
Std. Deviation		.155	.318	.499

Table 12 Safety at and outside campus

Besides safety and quality of teaching, cultural and religious tolerance are essential indicators for the overseas students. Table 13 visualizes that 90% of the international students feel cultural tolerance in Georgia.

Cultural tolerance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	220	89.4	89.4	89.4
	No	26	10.6	10.6	100.0
	Total	246	100.0	100.0	
	Mean	1.00			
	Median	1.00			
	Mode	1.00			
	St. deviation	0.308			

Table 13 Cultural tolerance

Universities and colleges of the developed countries offer special courses and learning conditions to students with disabilities. The support might be diverse: special dedication from the administration, adapted access to premises, teaching assistance or financial aids. Providing support to students with disabilities is essential for the leadership as it is an ethical concern for humanity and performance of delivering equal student life opportunities. Consequently, the researcher was interested if there was a special support for students with special needs at campus and whether the students were informed about it or not. Most of them replied they are not sure about the issue (54%) and only 6% had heard nothing about it (*figure 1*).

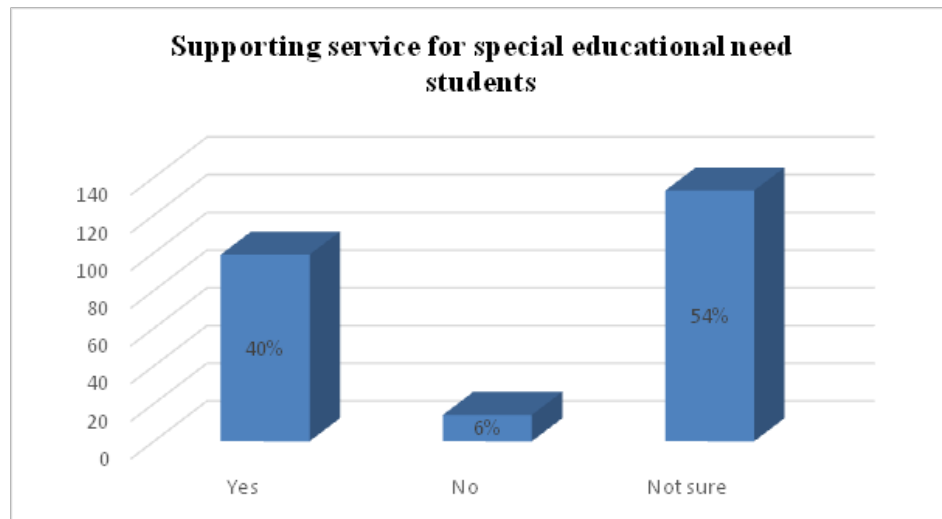


Figure 1 Supporting service for special educational need students

The most important questions were concentrated on the distribution of information about study abroad and scholarship opportunities, multicultural activities and career development services (*table 14*). The responses were focused on yes/no answers. Mean is 1.5 and median and mode 1 supporting the statement that most of the overseas students are informed with the study abroad opportunities, multicultural activities and career development opportunities taking place at the university (*table 14*).

		Study abroad opportunities	Information about multicultural activities	Information about career opportunities
N	Valid	246	246	246
	Missing	0	0	0
Mean		1.5	1.5	1.5
Median		1.00	1.00	1.00
Mode		1	1	1
Std. Deviation		.987	.847	.778

Table 14 Cultural tolerance

Slightly different responses were visible when the students were asked about scholarship opportunities. More than 46 % of the respondents noted they had no access to the scholarship opportunities while 53% replied to have obtained information from the faculties (*table 15*).

Access to information about scholarship					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	115	46.7	46.7	46.7
	No	131	53.3	53.3	100.0
	Total	246	100.0	100.0	

Table 15 Access to information about scholarship

The following questions concerned access to literature in the library and especially applying e-library resources and services for the smartphone generation at universities. Nearly 59% of the students noted to have access to the library and 54% - in e-library. 38% have never visited the unit while more than 43% have never used the service of the digital library. To generalize the responses, the international students are aware about innovative reading materials in libraries and digital resources via internet as only 3% assigned negative answer (*table 16*).

Access to up-to-date literature in the library					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	145	58.9	58.9	58.9
	No	8	3.3	3.3	62.2
	Never have visited	93	37.8	37.8	100
	Total	246	100	100	
	St. Deviation	.963			
Access to up-to-date e-library					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	133	54.1	54.1	54.1
	No	7	2.8	2.8	56.9
	Never have visited	106	43.1	43.1	100
	Total	246	100	100	
	St. Deviation	.982			

Table 16 Access to the library and e-library

Students' lives at colleges and universities are enriched with academic and social, cultural, sport, volunteer work and diverse interesting activities. The international students under the research were asked about the most important activities offered by the HEIs. Cultural (35%) and sport (29%) activities appeared the most important extracurricular activities for the international students. Voluntary jobs (22%) are essential as a responsible citizen is ready for civic, humanitarian or charitable activities aiming to serve society without compensation (*Figure 2*). Academic related activities were essential for 13% of the participants.

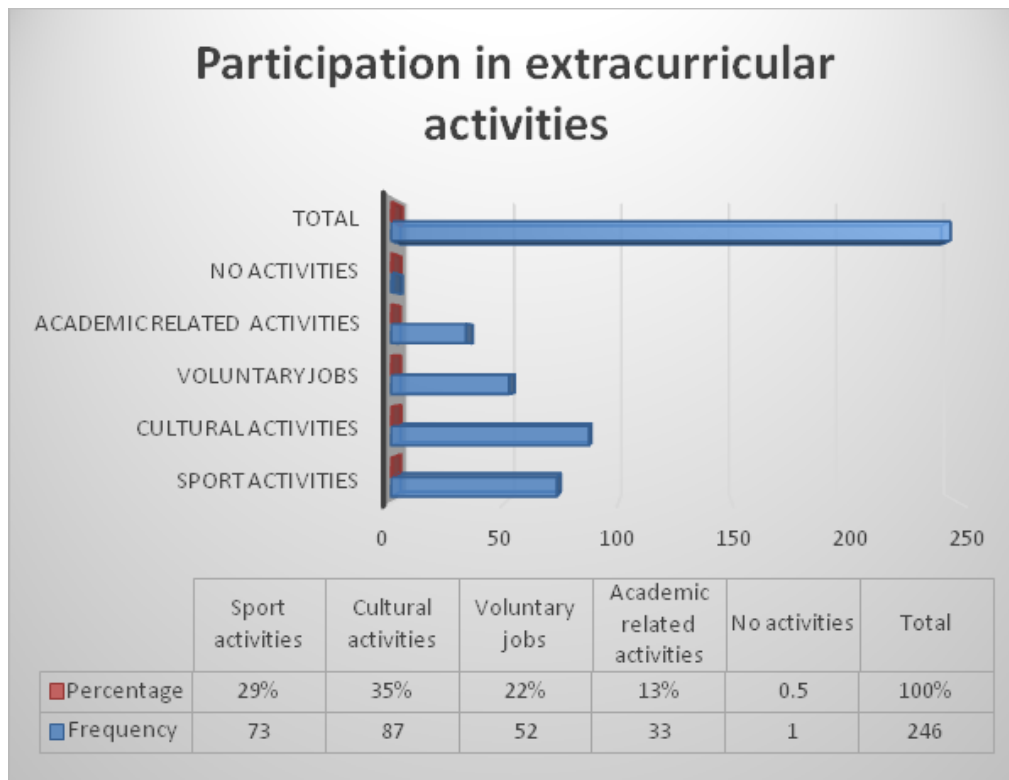


Figure 2 Participation in extracurricular activities

Universities and colleges around the world rely on the students' satisfaction questionnaire feedback. The goal of the surveys is to identify gaps in learning process, student services, infrastructure and etc. The management is trying to analyze feedbacks which are based on the students' personal experiences but these experiences create overall student satisfaction opening door to further recruitment opportunities. The international students were asked if they received satisfaction questionnaires from the quality assurance department or faculty. Specifically, interesting was management's reactions to the feedbacks (*table 17*). Majority of the oversea students (62%) noted annual satisfaction surveys are constantly sent to them. 30% do not pay attention to the questionnaires. 47% students highlighted the students' survey feedback do not remain beyond attention. While 39% declared they are not sure if their complaints are taken into account. Noteworthy, out of 39% (not very sure international students) 30% might be those who do not even pay attention to the questionnaires.

Annual satisfaction surveys filled out			
		Frequency	Percent
Valid	Yes	154	62
	No	17	7.5
	Not sure	75	30.5
	Total	246	100
	St. Deviation	.912	
Reaction to student feedback			
		Frequency	Percent
Valid	yes	116	47
	No	36	14
	Not sure	93	39
	Total	246	100
	St. Deviation	.921	

Table 17 Satisfaction survey filled and university management reactions to student feedback

Last questions were focused on one of the most important factors making an influence on further recruitment activities for the universities. If they recommend the university their friends and relatives and whether, they plan to continue to study in Georgia or not. Nearly 60% of the respondents said they are not going to continue their educational experience in Georgia. The high percentage of refusal cannot be linked to the low quality of education or poor student supporting services. Nearly 97% of the research participants are medicine and other health related faculty students. Consequently, 6-years medicine and 5-years dentistry academic programs grant the students with the degree of Medical Doctor (MD) and Doctor of Dental Medicine letting them start and continue professional career at their own countries (*Figure 3*).

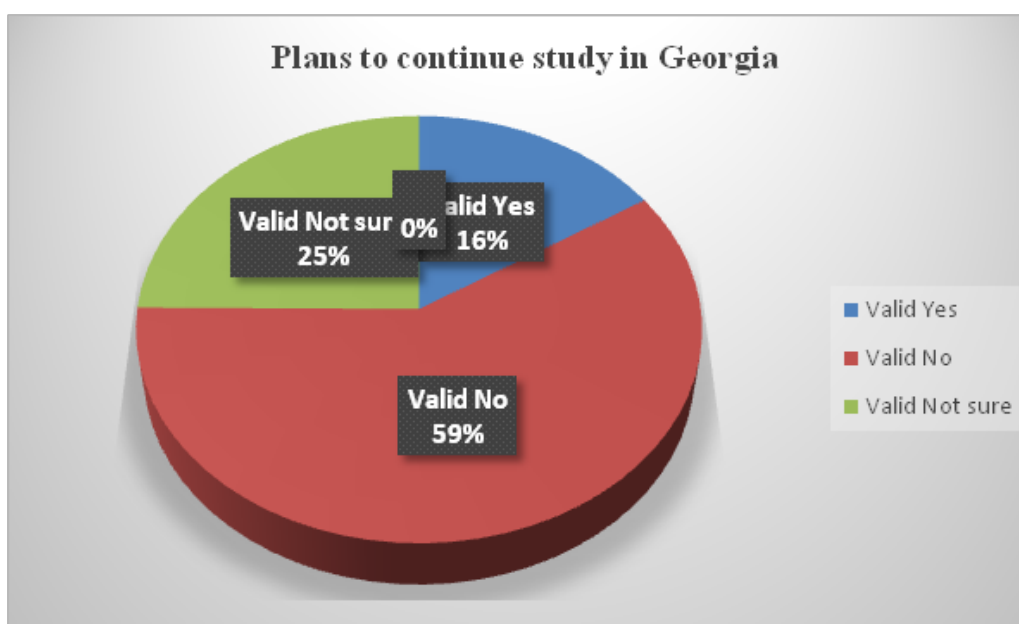


Figure 3 Plans to continue study in Georgia

Word of mouth was highlighted by the research participants as one of the strongest motivators for making an impact on their decision either. Consequently, the overseas students are future alumni largely determining the worldwide vector of the university reputation. The research revealed, 50% of the overseas students would be glad to recommend his/her alma mater to friends. More than 23% are not sure, while 27 % would not recommend the university to others (*table 18*).

I would recommend my university			
Valid		Frequency	Percent
	Yes	123	50
	No	67	27.2
	Not sure	56	22.8
	Total	246	100.0
	Mean	1.50	
	Median	1.50	
	Mode	1	
	St. Deviation	1.4	

Table 18 I would recommend my university

Conclusion

The quantitative research revealed, majority of the international students are from India. They choose medicine and other health related educational programmes at Georgian universities. Quality of education, professional academic staff and supporting student services seem attractive for them. Moreover, affordable tuition fee, low terrorism and criminal rate, cheap cost of living and travel are also one the most popular determinants, international students choose to study in Georgia. The study also identified, ease of visa and residence related procedures, cultural and social closeness and positive relations with local people are all those factors foreign students mark as advantages to study at Georgia HEIs. The outcomes are similar to the results delivered by various scholars in diverse studies (Chokheli & Alphenidze, 2015) (Gurchiani, 2020) (Lezhava, 2016) (Zhvania, 2016). Nevertheless, there are some weaknesses identified by the international students' responses. Although, they find teaching and learning process good and academic staff experienced, still some of them would preferably think before advising friends to study in Georgia.

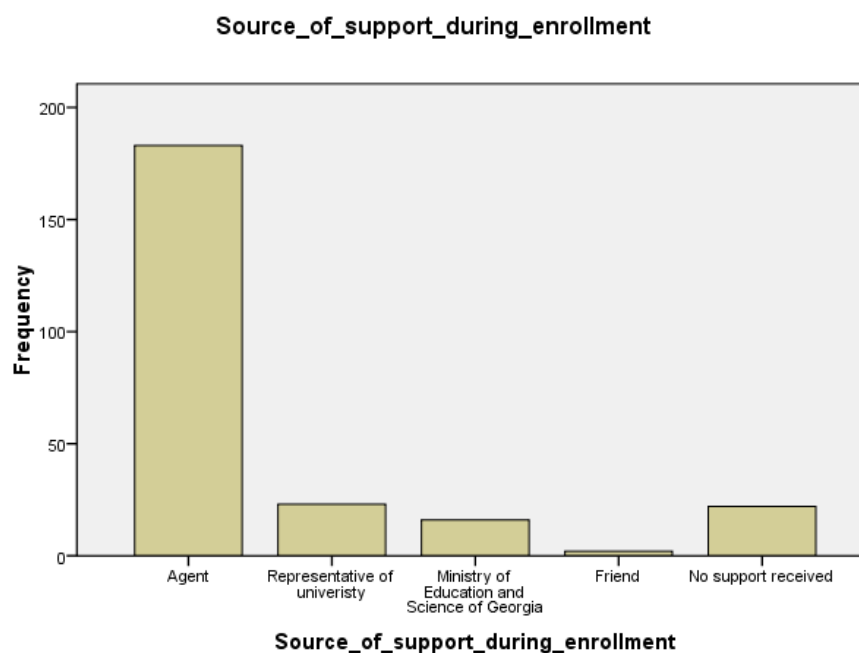
It is not easy to identify what activities or support the foreign students would like to receive but considering the European experience besides all those above mentioned activities the international students are attracted by the scholarship opportunities, homecoming events, supporting in career counseling, psycho-educational programs, health and well-being support and childcare facilities for those who are young parents. But it is difficult to be concentrated on a childcare and family reunion environment when most of the Georgian universities have no dormitories and the international students are pushed to seek for the accommodations themselves. Moreover, a lot of international students highlighted lack of scholarship and study abroad opportunities as an area of their dissatisfaction. International atmosphere does not mean just delivering English-instructed educational programme but also facilitating communication between foreign and local students, encouraging students to

take initiatives and develop teams according to their interests, opportunities to explore surroundings, travel, and be involved in sport and cultural activities. Besides, the students' overall satisfaction, other vulnerable issues distributed by the quantitative research should be also discussed. In the 21st century when generation Z is the most influential group of technologies trendsetters setting online activities in shopping, banking, voting, learning and working an informative university web-pages are essential sources of information for the students. The Georgian universities' web-page analysis have revealed that although they have launched the university web-pages in English language still most of them lack in disseminating essential information in English. For example, international students are mostly allowed to obtain information about admission procedures, academic programs and tuition fees. There is a lack or no information about student supporting services, extracurricular activities, and availability of dormitories, tourist destinations and off campus life for the international students. Nowadays in the extremely competitive higher education environment international students are attracted by the quality of education and additional on or off campus services universities are able to offer them. While the most European countries apply official web pages delivering information about colleges and universities operating in the country, like "Study in Lisbon", "Study in Spain" and etc. Besides information about the academic programs, the web pages are the paramount sources of information about the countries, cities, tourist destinations, professional and academic programs, internships and etc. for the students. "Study in Georgia" distributes very little information about higher education institutions, programs and living in Georgia and is not a highly-ranked web platform for the international students. As a consequence, minority of the respondents (3.5%) noted that their primary source of information was the platform "Study in Georgia".

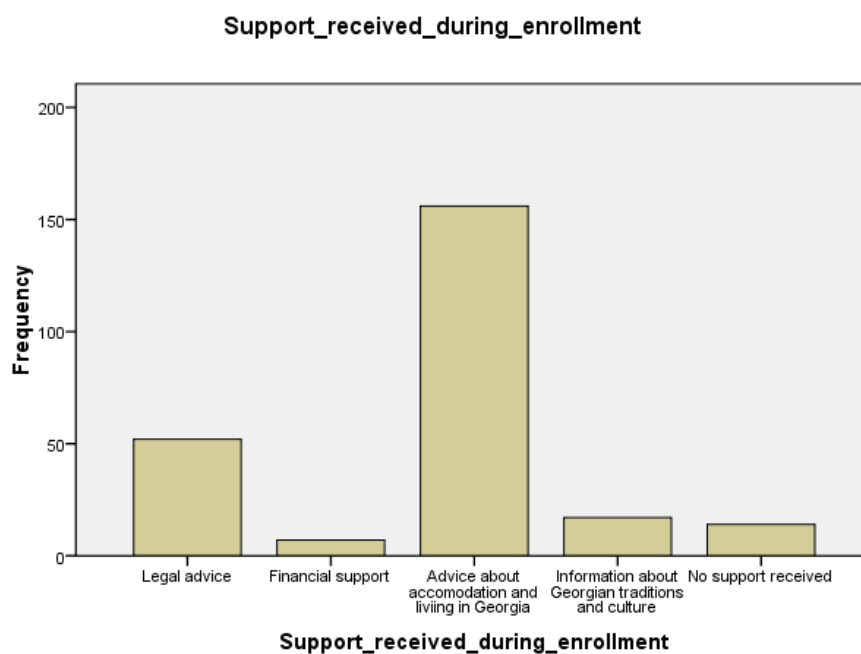
To sum up, if the most of the international students' express satisfaction about quality of education and academic staff. The area of their overall dissatisfaction might be related to the lack of extracurricular activities, poor student supporting services and difficulties in finding housing (as there are no dormitories) offered by the higher education institutions. The same notion was delivered in previous studies by one of the scholars (Zhvania) who conducted a research in 2015/16 and identified the similar major areas of oversea students' dissatisfaction.

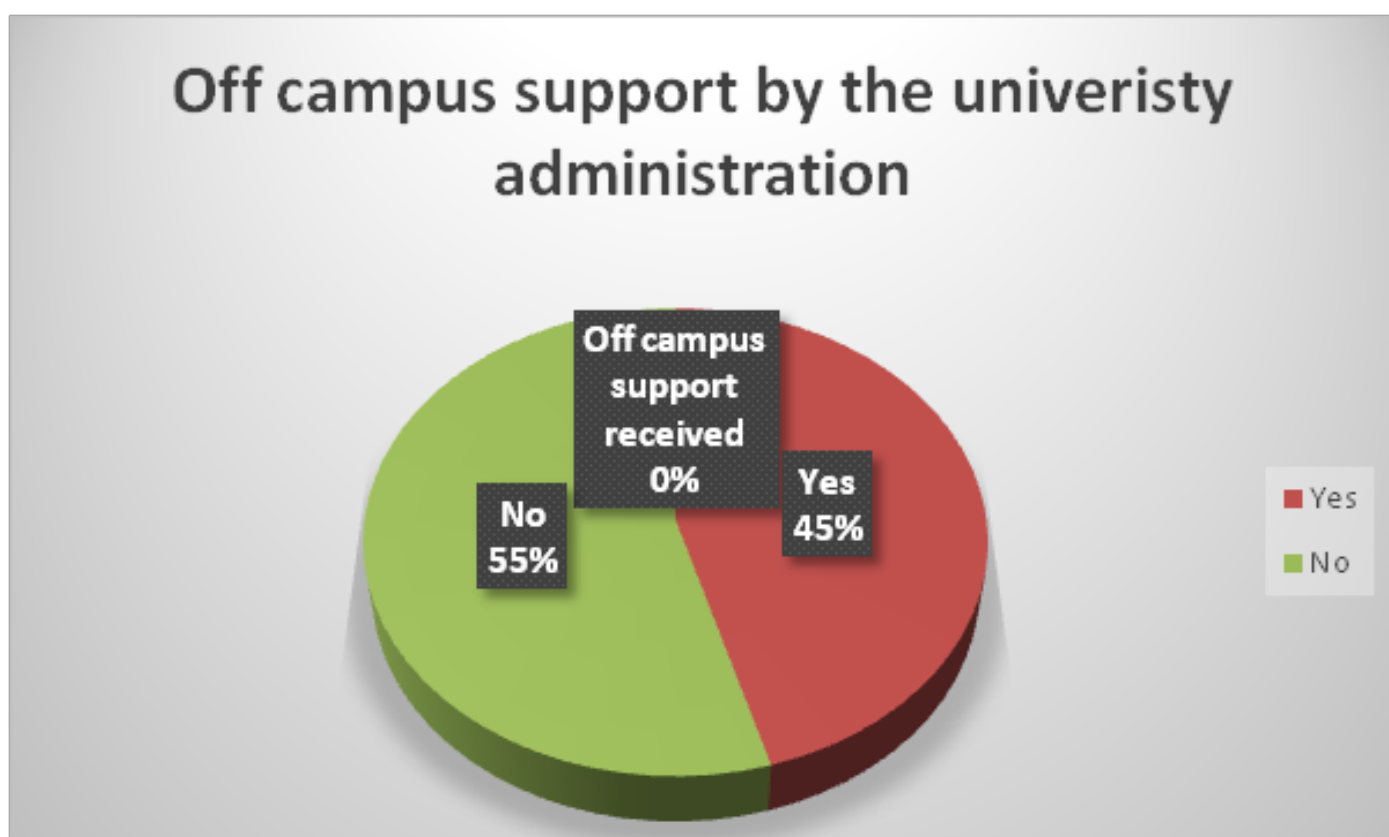
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Appendix 1. Source of support during enrollment

Appendix 2. Support received during enrollment



Appendix 3. Off campus support by the university administration

Social Nets for Developing the learning Skills

Ekaterine Topuria

Social media helps learners in the process of language acquisition. It is the way to learn through communication.

The key words: internet resource, social media, learning skills

Introduction

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. They can communicate talking on interesting issues and practise at the same time. Thus it appears to be a comfortable and easy way for learning. Sitting at home even not leaving one can easily exchange interesting and individually important information with the peer. It does not mean only exchanging the site links or sharing news on social nets but it is a possibility of self check and evaluation. At the same time it helps to entertain via the language communication and set up the special micro space.

We have used the descriptive and experimental method for the study. It shares the results of the case of using social media in English language teaching. On the other hand it identifies students' use of social media for English learning. Five sets of questions were set up in the survey to ascertain how the mass media encourages the learners to learners approach rather than learners to teachers. The experimenting method has served us good to clarify the qualitative as well as the quantitative studies of the subject.

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.

The social aspect of the internet studies enables learners to communicate with native speakers. One can easily encourage himself and motivate the mechanism of the self check. The language learner finds the informational sources, videos and online chats on basis of different national-cultural background the motivating tools for language communication. The technology is not a method and it does not make the teaching/learning process better. Technology is even more – it is in some way an informal promoter of better formal studies of language.

In his book Tony Wagner proves that there are several needed skills which help learners master the language. These skills are as follows:

Critical thinking and skill of problem-solving

Pace and adaptation

Initiative

Effective oral and written communication

Access and analysis of information

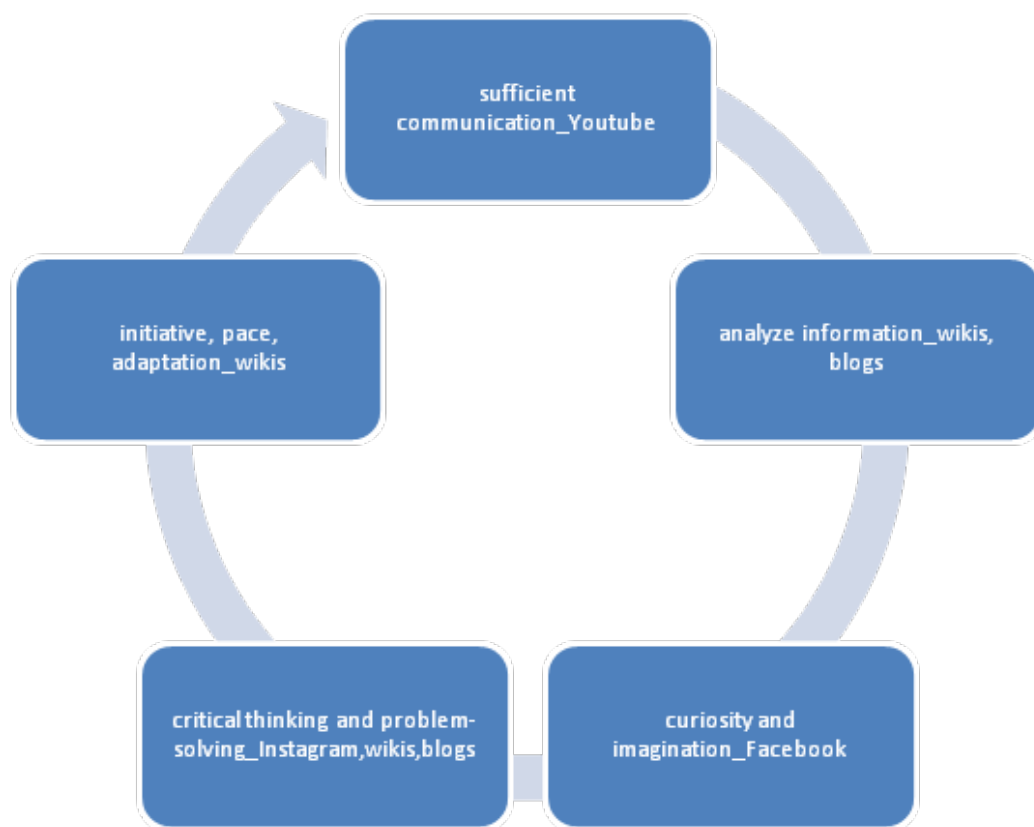
Curiosity and imagination

We have applied to the above mentioned classification by Wagner to identify which social nets are most popular among English learners and how they help learners informally with formal studies of the language.

The practical value of the study lies in identifying the most popular social net among students or collecting the formal learning material. It is known that popular social nets are: Facebook, Instagram, YouTube and others. These are good platforms to communicate. There are many language groups on the nets. Students exchange the needed materials and information. YouTube is a kind of mine which encourages learners to apply to many different sources, such as teacher tube .It combines video and audio resources, groups and blogs. It is created specially for the language learners and has only teaching aims. Blogs and wiki are the forms for out of door language activities. They make the process of group writing challenging and motivating.

To check how often students use and how effectively they use the media sources at language learning we applied to the survey. We chose the B1 level students to question and identify which media sources they used and how frequently for their formal language studies to practice vocabulary in ESL classes. We questioned 200 students. The questions were as follows:

- 1.Which media sources do you use for critical thinking and skill of problem-solving?
- 2.How often do you apply to media sources for pace , adaptation and initiative?
- 3.How often do you use social media to exchange files, links or share information for effective oral and written communication?
- 4.How often do you use social media with students to access and analyze information?
- 5.How often do you use social media with lecturers for curiosity and imagination?



As the results imply the majority of students use the social media to learn the foreign language. They most frequently use the Facebook, YouTube, wiki to get and collect the needed material and then they share. The tendency of communication is more students to students rather than students to teachers. Thus it greatly helped learners to exchange the active vocabulary on written as well as on audio and spoken discourse using formal as well as the informal lexical units developing skills of effective oral and written communication, accessing and analyzing the information.

It was not a great surprise that YouTube is most frequently used means for students to collect the material. It has been revealed as the most sufficient means for communications of learners on the basis of daily as well as monthly average data. It develops curiosity and imagination among 50 percent of learners. Facebook is more frequently used by female users with learning purposes rather than male 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 and analyzing the information. 15 percent of students use Instagram, wikis and blogs for the means of learning. 35 percent of learners use wikis weekly and monthly developing initiative, pace and adaptation.

The mass media studies has appeared to be affective and perspective approach for self regulated studies. It has appeared that students use the means not only for the informal communication but for the integrated approach on formal as well as the informal basis what finally benefits the formal language learning process. The media resources should be identified on the initial stage of the learning process to encourage the social communication, raise motivation, raise the awareness of the language studies, to enlarge the possibility among the language learners, use the digital text and enable learners to study in groups to share more and help each other.

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Can Global Skills be acquired in the classroom?

Ekaterine Vatsadze

Abstract.

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.

Key words: global, thinking, learning, working, social skills

1. Introduction

When a term 'global skills' is seen or heard, it's immediately associated with the notion of globalization and that's true. What is globalization and what connection does global skills have with it? Why do we need it and how can we acquire it? These are issues that need to be discussed and solved to be a successful not only in our life and career, but also in a big global village or community we have been creating lately. Globalization is a process of exchanging economic, cultural and other achievements worldwide that get countries and even continents closer. Online Cambridge dictionary defines globalization as 'a situation **in which** available goods **and** services, or social **and** cultural influences, gradually become similar **in all parts of the world**'. ¹

¹ <https://dictionary.cambridge.org/dictionary/english/globalization>

2.Literature review

Ulrick Beck has played an important role in influencing debates on globalization, suggesting that an important response to globalization has been to build and develop education and a 'knowledge society'. According to Beck, one consequence of globalization has been the loosening, or doing away with, the practice of linking training and education to a particular job or occupation, gearing learning instead to key qualifications that can be widely used. He further suggests that this should be seen not only in terms of 'flexibility' but also in areas such 'as social competence, ability to work in a team, conflict resolution, understanding of other cultures, integrated thinking and a capacity to handle uncertainties and paradoxes of secondary modernity' (Beck, 2000 :137-8).

But it also should be noted that discussions on the purpose and nature of learning and education are also influenced by a range of other factors, ideological, cultural and access to resources, and this in turn influences the quality of education and learning. There is evidence from countries such as Ghana (Eten, 2015) and Pakistan (Pasha, 2015) of engagement with different approaches to learning that recognise the impact of globalization on skills needs and skills development. Learning in the context of globalization suggests greater recognition of the complexity of societies and the need for skills to understand different voices and perspectives. Globalization means working in a more flexible manner and with diverse groups of people. People around the world are more aware of different social and cultural influences - this can be interpreted as leading to forms of homogenisation, with the same consumer brands and influence of global icons such as from the world of media and sport in evidence (Suarez-Orozco and Qin-Hilliard 2004). But globalization can, and does, also lead to societies being more diverse and ever changing.

Scheunpflug (2011) reckons that learning in the school classroom, the vocational college, the university or more informal education, needs to include an understanding of globalization and its relevance to economies, communities and cultures. He suggests that understanding of globalization requires recognition of the contradictory nature of factual, temporal, spatial and social dimensions. Understanding and engagement with the forces of globalization needs to be considered by all bodies responsible for education and training. For many people, as already suggested, global forces appear threatening to one's way of life and identity. Globalization can, on the other hand, open up an individual's mindset to a vast array of different social and cultural forces. Globalization can result in a new form of imagination, opening minds to ideas and opportunities which could lead to a re-construction of an individual's identity.

Bourn considers global skills to be: an ability to communicate with people from a range of social and cultural backgrounds; an ability to work within teams of people from a range of backgrounds and countries; openness to a range of voices and perspectives from around the world; willingness to resolve problems and seek solutions; recognition and understanding of the importance of global forces on people's lives; willingness to play an active role in society at local, national and international level (Bourn, 2008). Globalization pullulated

as a result of technical and technological development in the beginning of the 20th century. However, initially this process had economic bearing and aimed at creating a common market and widening and simplifying economic and trade relationship. Nowadays globalization is a vast notion and also encompasses exchange of customs, traditions, architecture, information, ideas. Globalization offers an opportunity of getting high-quality education and consequently well-qualified workers and citizens. Globalization sparks of tolerance and open mindedness. Whether it appeals to people or not, its inevitable process. That's why we need appropriate skills not to feel ourselves like fish out of water and live meaningfully, happily and successfully.

Methods.

Due to an article format, I used descriptive, qualitative and inductive methods. On the base of scholars opinion and my own experience which comprises more than 15 years of teaching English language to students of different language level I came to following results

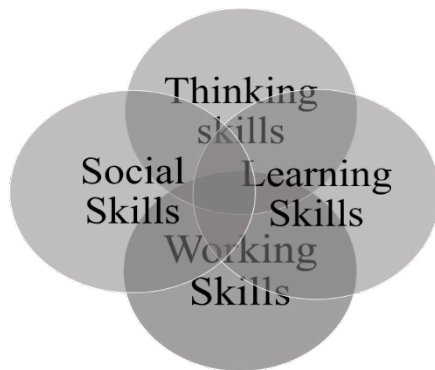
Results and discussion

1.Examples of global skills or 21st century skills are building relationship, citizenship, codes of contact, collaborating and teamwork, communicating confidently, creative thinking, critical thinking, developing autonomy, digital literacy, employment skills, fostering empathy, intercultural competence, leadership, resilience, resolving conflict, self-regulation, social and emotional learning, soft skills, solving problems, study techniques, sustainable development goals, the 4Cs, thinking skills, time management, well-being and many more.

2. As we see the list is quite long and versatile. How can we gather them under one notion? The answer to this question is the following common qualities: They **complement language knowledge** – language knowledge itself isn't enough. We need to have that language used in the real world outside the classroom. That's why, we need global skills in our teaching material. The course book **Speak out**, which I use very successfully with online homework, authentic BBC Interviews and BBC Videos, is a good example of it. Global skills are dynamic as it evolves and changes as the world changes constantly itself. Stability means ever-shifting changes. Global skills are characterized with **empowerment** as it is life- enhancing skill that improves peoples' lives. Global skills are **future-focused**. It may be focused on the near future, for example immediately after the lesson or on a little bit further, may be moving towards a new career. Global skills are **inclusive**. It means that it is available absolutely to everyone in spite of their age, nationality and level. Global skills are **omnipresent**, because they can be used in almost every area of our life. They are perhaps in your courses, work as well. Global skills are **transferable**. The key thing with global skills is that they can be used in more than one situation and most importantly they can be transferred beyond the classroom into real life in a number of different environments.

3.An increasingly common paradigm in syllabus or curriculum design is the inclusion of 'Global Skills' (similar to 'Soft Skills' or 'Life Skills') alongside the conventional educational subjects taught in the classroom. The term refers to the multitude of life-enhancing skills that learners require to navigate through the different aspects

of their real life. It is quite an expansive term as the skills apply to almost every part of a student's life – to their entire world, in fact – from their studies or future career to citizenship, relationships and self-management. Whilst Global Skills are not as easy to compartmentalize as other skills, such as 'reading skills' or 'reading for gist', they can be grouped into four main sets: Thinking, Learning, Working and Social. However, they are interrelated. All these skills overlap a bit. For example, skills we use at workplace can be also used in a social setting and in a learning setting. Equally, thinking skills underpins all these areas.



So, returning to the four identified Global Skills, clarity of purpose and usage is paramount in skills. For example, no further explanation is required to comprehend that Thinking Skills apply to mental processing and reasoning, Learning Skills apply to studying, Working Skills apply to employment and Social Skills apply to relationships and citizenship. This immediately makes the skills easier to place in a curriculum or to use as the basis of a one-off lesson.

3.1 Thinking Skills. This group relates to the skills used in mental processing and reasoning. It goes without saying that this is a quintessential skill and will help our students to navigate the ever-changing world. Examples of this type of skill include analysing information, using imagination, thinking critically, making decisions and solving problems. Teachers can activate their students' Thinking Skills with tasks such as: Brainstorm anything and everything they know about the topic of a reading or listening before they read or listen; Read and summarize the key points of an article and the overall attitude or viewpoint of the writer; Listen to part of an interview and predict what the remaining content will be and/or think of interesting questions to ask the interviewee.

3.2 Learning Skills. As the name states, these skills relate to studying; whether that's pursuing a new interest or following an academic path. In these contexts, useful skills range from numeracy and literacy to learner autonomy and adaptability, and also apply to more specific knowledge like Information Communication Technology (ICT). Learning Skills can be activated with tasks such as: Preparing a presentation with slides and separate speaker notes and giving the presentation whilst looking at the audience; Adopting effective time management techniques through prioritization, minimising distraction and discussing challenges with peers; Improve reading speed by using a finger to vertically track down the lines on the page, reading 'chunks' of text at one time and reading for pleasure.

3.3 Working Skills. Once again, the name of this group shows that these skills relate to the world of employment. The vast majority of our students will be in employment at the time of studying or will be in future years, so the relevance to students is immediate and great. For any field of employment, students will benefit from skills such as collaboration, communication, organisation and teamwork. Working Skills can be activated with tasks such as: Working together to research a specific job or industry to compare with similar (or different) jobs and industries; Using context-appropriate language and communication strategies to initiate and maintain conversations; Role plays involving different professional interactions and contexts, such as consumer to customer representative, job applicant to interviewers, or employee to manager.

3.4 Social Skills This final group, like Thinking Skills, is applicable and enriching to almost all aspects of a student's life. Social Skills assist with self-development as well as citizenship at a local and global level. These skills include developing independence and being responsible, and challenging stereotypes and improving cultural awareness. Teacher can activate their students' Social Skills with tasks such as: Explaining and discussing environmental issues that affect the planet locally and globally; Learning about the traditional food and eating habits of other countries and cultures; Identifying good interpersonal communication skills and then practising these skills.

Thinking Skills and Social Skills have, arguably, a more universal application than Learning Skills and Working Skills. Whereas the latter two skillsets apply to more specific contexts, Thinking Skills and Social Skills are relevant and applicable to academic situations and professional environments as well as almost any social context or social interaction. There is great dexterity and possibility with these skillsets.

Global Skills are realized by acronym **TRANSFER** which expresses the main goal of learning. As without transferring knowledge acquired at educational institutions into a real life, not only global citizen, but a usual citizen can't be formed.

T- Thinking skills which is developed by following activities: Ask open-ended questions *what can you tell me about...*; Maximizing interaction by individual, pair or class work. Give them time to think and share their ideas with pairs and classmates. It's a great opportunity to develop thinking skills; Use cooperative learning – pair-group work, project, TBL (Task based learning); Extend your course book exercises by predicting flipping and fact check.

R-Rehearsal. When we speak about global skills we should first of all consider that it refers to transfer activities done in classroom into a real life. So a classroom is a rehearsal before the real life. It is a safe place where students can experiment with new language, ask questions, get feedback on their successes and issues to be improved. So this rehearsal stage is very important.

Affective filter - In addition to some objective factors, there are also some affective factors in language learning that are like a filter which filtrates the amount of input in learners' brains. People with high affective filter will lower their intake whereas people with low affective filter allow more input into their language acquisition

device. Krashen argued that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. In his theory, affect includes motivation, attitude, anxiety, and self-confidence (1988). If a student experience negative emotions in the classroom caused by peer pressure or negative unfriendly comments from a teacher or from low self-esteem, he or she builds a brick wall around him and doesn't allow the information in. His/her effective filter is very low.

N-Noticing. Some students are aware of global skills in the classroom while many aren't. Teachers should make them aware of it with the help of: Portfolio: blog, diary, questionnaire, social media, video; Project work: individual or group outside the class; 'can do' statements: I can demonstrate collaborative work, e.g. working on a project outside class with others;

S-Social skills which is one of four global skills are in course books in speaking tasks like introduction greeting.

F-Future. Global skills are future focused. Envision of 'the future self' (Dörnyei 2005) has suggested a new L2 motivation framework that takes into consideration the role of English as a world language, namely, the L2 Motivational Self System (L2MSS). The L2MSS includes the concepts of possible selves and future self-guides, and is comprised of the ideal L2 self and ought-to L2 self, as well as aspects of instrumentality. Teachers should encourage students envision the future self, which could be anything and everything and which could change over time. It can be digital skills how to log on computer, survival language for lower level, watching a movie in English.

E-Empower –how global skills empower students for real world environments. Learning skills such as using dictionaries, star bursting technique that requires asking more questions, seeking more understanding of an issue empowers students with more knowledge.

R- Real Life –Destination of global skills is transferring those global skills from that rehearsal stage of the classroom with that lovely affective filter into a real life

4. Conclusion

Global Skills are an inherent part of learning and life and therefore warrant inclusion and promotion in the classroom. The four areas identified here –thinking, learning, working and social skills will serve to complement and extend the academic or linguistic content of our lessons and curriculum with the help of appropriate classroom activities. In fact, the use and development of any one of these skill sets will, in turn, contribute to the development of the others and will therefore produce a more confident and able student – and citizen. Global Skills offer unlimited potential for the skill holder in their present and future lives. Our overarching aim as educators is always to facilitate learning and enable students to achieve their potential. Global Skills will make that difference.

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An Ikigai Journey in Establishing Lifelong Learning in Educational Institutions

Elif Betul Erguvan^{1*}

Abstract

Lifelong Learning and Ikigai are two significant terms which facilitate the persistence of education and promote life-long development. Considering the education and its power in altering the society as well as contributing to the 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 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.

Key words: lifelong learning; ikigai; educational institutions

1. Introduction

Lifelong Learning is a broad concept that may be fathomed distinctly in diverse contexts (Aspin & Chapman, 2000). The emergence of Neoliberalism brought challenges and new responsibilities to educational institutions which lead to quandaries that are faced in implementation process (Halliday, 2010). UNESCO (2020) published a report on the importance of lifelong learning establishment in leading to a future-focused vision of education. In this way, lifelong learning is viewed as a tool in shaping and leading future societies, education and individuals to an improved and developed world. Despite having raised awareness and consensus on the necessity and urgency of implementation of lifelong learning, there are still quandaries confronted in the establishment process (Kehm, 2015).

On the other hand, there is a Japanese concept, ikigai which is the discovery of individual's mission in life (Garcia, Miralles, & Cleary, 2017). Contemplating on the meaning of ikigai and definition and requirements of lifelong learning establishments, the two terms are considered to be tightly-coupled and interrelated. There are several studies conducted on this field in discovering the relationship of ikigai and lifelong learning which demonstrate strong correlation (Eller, 2016). Thus, educators might concentrate on the relation between lifelong learning and ikigai and maintain creativity in the educational institutions while providing teaching/learning processes.

2. Literature review

Lifelong Learning is a broad concept which does not possess a one-size-fits-all definition that applies to all the contexts (Aspin & Chapman, 2000). Lifelong Learning (LLL) is a purposeful learning activity which aims to enhance skills, knowledge and competence. Thus, it could be fathomed that learners possess the control and motivation on their learning processes by possessing internal motivation (Merriënboer, Kirschner, Paas, Sloep, & Caniëls, 2009). Mocker and Spear (1982) state that LLL is a process where a person acquires knowledge from a diversity of programs, including her own interests. They have also stated that there are four types of LLL: formal, nonformal, informal, and self-directed. The first one includes school-based learning where a person is given what to learn and how to acquire. The second one stands for learning type in which person determines what to learn but how to learn is under the control of workshop or an institution. On informal part, another person except the learner chooses what to learn while the learner decides how to learn. Self-directed however, provides learners with freedom for choosing what and how to learn by themselves which is usually done by adults. Thus, LLL is not a new concept to be introduced but there are still quandaries about establishing the concept in educational institutions (Mocker & Spear, 1982).

2.1 Why is Lifelong Learning important in current society?

People are constantly involved in learning process whether intentionally or unintentionally. Infants learn how to talk, how to walk and how to behave by observing or by being taught. Learning process does not possess any limitations regarding the age group that adults, teenagers, infants and children are all acquiring information by formal and informal means. LLL, being a purposeful learning process, requiring mission, vision and action. To be able to adapt to any changes confronted in life such as broad change forces or challenges that faced in daily life, a person must be self-motivated to proceed (Mocker & Spear, 1982).

Lifelong Learning also serves as the tool in leading to a societal and individual development, diminishing the inequalities in education due to the steps taken in adult learning opportunities and maintaining constant learning process (Ates & Alsai, 2012). With the emergence of Neo-liberalism, people are provided with new responsibilities and challenges as well as changed school systems. Education began to be considered as an economic benefit rather than a social good. Each day the demand on one's competences increases and the knowledge acquired during initial education becomes obsolete. The world confronts broad changes which also effect the HEIs, requiring updates and innovations from people to stand out from the crowd as well as to keep pace with constantly changing global job market and technology (Halliday, 2010).

In 1970s, UNESCO published a report, calling for lifelong education as part of individual, cultural, and personal growth (2016). European Union gave primary importance for lifelong learning and presented it as a key factor for the international competitiveness of European business and industry (Towards an Integrated Approach for Research on Lifelong Learning, 2009). Besides, Neo-liberalism provided individuals with a responsibility to be involved in a constant learning process with the aim of facilitating country's economy (Halliday, 2010). Furthermore, some countries like United States, experience different practices such as 'expansion of classrooms to have more students, reducing the number of special needs teachers and closing school libraries' all done to cut costs (Ross, 2007).

Apart from the importance of Lifelong Learning in institutional and/or societal grounds, the concept plays a vital role in one's acquisition of critical thinking as well as improvement of communicational skills (Bohari, Jamal, & Mohamad, 2020). Considering today's society and the global demands, Lifelong Learning also facilitates maintenance of mental sharpness (Marjan Laal & Peyman Salamati, 2011). Thus, contemplating on the lifelong learning establishment and discovering the ways to promote it becomes essential.

2.2 Why is Lifelong Learning Difficult to Realize?

Even though there is a consensus about the necessity of lifelong learning, there are still quandaries confronted in the implementation process (Yilmaz & Kaygin, 2018). From an educational perspective, core values of LLL play a significant role in establishing quality culture, fostering professional development and most importantly in teaching students *how* to learn. The information obtained in schools are at risk of becoming obsolete since most of the information updates itself where there is not a guarantee that the content which is being taught will serve as a ramification throughout a life time. Schools should be places where students learn how to learn instead of being taught what to learn. Otherwise, as Sir Ken Robinson stated in one of his TED talks (2006) that unless we consider creativity as a capacity for the richness, innovation will be devastated.

Kehm (2015) states that "Now more than ever, as centers of knowledge production and dissemination, higher education institutions are expected to play an important role in the provision and delivery of lifelong learning opportunities" (p. 5). In order to implement LLL into HEIs, knowledge should be based on actions and 'learning to learn' has to be introduced and applied where a learner is provided with the skills of the process of acquiring information rather than focusing on a limited formal context. The shift from what to learn to how to learn brings new responsibilities and demands new methods from teachers. The class is no longer considered to be discipline-based environment rather it becomes a place of practice. Considering the need for funds and incentives in the implementation process, in case of receiving lack of support the terms *lifelong education* and *lifelong learning* are being used interchangeably (Kehm, 2015). However, lifelong education is restricted due to its connection with formal education context while LLL remains to be more intrinsic and autonomous.

2.3 The Concept of Ikigai

IKIGAI is a Japanese concept which makes one's life worthwhile where iki refers to life and gai refers to value (Garcia, Miralles, & Cleary, 2017). It consists of four main questions: What do you love? What are you good at? What does the world need? What can you be paid for? After deciding what one's passion, mission, vocation and profession is, a person is provided with a mission of his life. As it could be fathomed from the questions that are being asked while discovering IKIGAI, it is a concept which does not only discover one's own potential but also helps a person to contribute to the society (Garcia, Miralles, & Cleary, 2017). Since nowadays neoliberalism requires individuals to facilitate country's economy and fosters competition in educational institutions with the intention of having highly educated individuals, IKIGAI could be considered as a key value that is tightly-coupled with establishment of LLL (Vanderheiden & Mayer, 2021). The concept of ikigai is applied in Japanese education system where they have discovered that students with ikigai possessed a higher level of education than those of without ikigai. Additionally, they have analyzed that some students were finding their own ikigai and succeeding in education while others were finding their ikigai with the help of education. Thus, Japanese education system and ikigai are closely connected (Eller, 2016). Furthermore, Japanese culture makes use of ikigai as an arts education and relates it to LLL. Ikigai was not only discussed in Japan but it was also explored outside Japan (Fleming, Bresler, & O'Toole, 2015).

4. Conclusion and Recommendations

Lifelong learning is a purposeful activity which engages a person in learning processes throughout a lifetime. The term lifelong learning differs from lifelong education due to its dynamic and autonomous aspects which allows individuals to decide on how to learn and what to learn as well as in which context to obtain knowledge. With the emergence of neoliberalism and changes in global demands, people are required to possess a considerable number of skills in order to satisfy the needs of the world.

In establishing LLL culture into educational institutions, students beginning from the primary school could be provided with the skills of how to learn instead of what to learn. Ikigai is a significant concept that may help individuals' personal and societal development throughout a life time. After growing up and becoming young adults, individuals would already be aware of the concept and their identities which would lead the world to have an already established LLL culture.

In this way, the creativity of the students and children would be protected by teaching how to learn instead of what to learn. Contemplating on the ways to implement lifelong learning in educational institutions, education administrators consider the funds and incentives to maintain the concept. However, there are also psychological and mental aspects which are essential in possessing raised awareness and motivation to succeed in becoming lifelong learners.

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Georgian “Ulysses” in the Making

Eliso Pantskhava

Abstract

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 Kiasashvili, 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*.

Key words: *Ulysses*; translation; Kiasashvili; centenary; interview

1. Introduction

The year 2022 marks a centenary since the first publication of “Ulysses” and a decade since the edition of the first complete Georgian translation of the novel. The importance of Ulysses is highlighted by the fact that there are numerous translations of the book: “‘Ulysses’ has been translated into more than twenty languages, including Icelandic, Arabic, Malayalam, and, fittingly, Irish,” (Murphy, 1995, para.3). Some countries can boast of two or more translations of the greatest Modernist text. And some of these translations were published a couple of years after the novel had been completed: e.g. the first translation of “Ulysses” in French is dated 1929. “The French “Ulysses,” called “Ulysse,” was produced by a team that included August Morel (a young writer from the Celtic province of Brittany), Stuart Gilbert, Valery Larbaud, and bookseller and publisher Adrienne Monnier, with Joyce himself assisting from the wings” (Walsh, 2016, para.2).

It took Georgia a bit longer to get acquainted with the masterpiece of the Great Irish Modernist in its language: the first 10 episodes of “Ulysses” were published in Georgian in 1983. The translator was Nico Kiasashvili, whose interest in James Joyce originated earlier, in 1966-69, when the eminent Georgian scholar dedicated several articles to James Joyce’s style.

2. Discussion

As the translator’s daughter, Maia Kiasashvili recalls, “The first attempt to introduce Ulysses to Georgian readers was made in July 1967 when the translation of several opening pages of the novel with comments was published in a literary newspaper “Literaturuli Sakartvelo”. Along with purely academic articles devoted to Joyce’s prose, “Ulysses” in particular, that appeared over the years, Nico Kiasashvili also arranged regular public readings of separate episodes at the Department of West European Studies of Tbilisi State University. The first ten episodes with his introduction and notes appeared in various literary magazines between 1971 and 1983, then published as a book the same year” (Gelashvili et al., 2020, p.237). Emily Tall defines “Ulysses as “a bellwether of cultural freedom in the Soviet Union” (Tall, 1990, p.479), and also mentions that Nico Kiasashvili, an internationally-known Shakespearean scholar, became interested in James Joyce’s creativity while writing his doctoral thesis “Shakespeare in the Twentieth Century.”

Maia Kiasashvili speaks about the difficulties the translator had to undergo to convince the publishing house “Merani” that certain non-existent words or peculiar grammatical constructions, sounding rather bizarre in literary Georgian, needed to be maintained in the translation. Having heard several other translators of “Ulysses” at various conferences and symposia, I can say that this seems to be a universal plight of all Joyce translators.

Nico Kiasashvili’s position was rather unique, though – he had to introduce the Soviet readers to the text that was denigrated at the Soviet Writers Congress in 1934 by Karl Radek as “a heap of dung, crawling with worms, photographed by a cinema apparatus through a microscope” (Radek, 1977, para.13). The toil of translating “Ulysses” in Soviet times was truly the act of civil heroism, further complicated by the difficulties in obtaining proper materials, guidebooks, and contacts with other Joyce scholars – things that seemed natural for Joyce’s researchers and translators all over the world were not easily available in Soviet Georgia. Fortunately, from 1959 to 1962 Nico Kiasashvili served as the cultural attaché of the Soviet Embassy in Great Britain and obtained valuable materials on James Joyce’s creativity during these years.

Nico maintained close contact with eminent James Joyce scholars after returning to his homeland. One illustration of such contacts is Nico’s letter, published in *James Joyce Quarterly* Vol. 26, No. 3 (Spring, 1989), where he thanks the editor for JJQ volumes and expresses interest in Donald P. Kaczvinsky’s note that provided him with some new material for his research of Joyce’s stream of consciousness technique. In the same letter he mentions his article, “Die “Nestor” Episode Als Paradigma des “Ulysses” the manuscript of which was read and commented on by Richard Ellman, the eminent Joyce biographer, and scholar. According to Maia Kiasashvili, Nico always brought interesting materials on Joyce from his visits to Shakespeare conferences and symposia, and needless to say, he did as much in the field of Shakespearean studies in Georgia, as in Joycean research.

JJQ published Emily Tall’s two interviews with Nico Kiasashvili in Vol. 17, No. 4 (Summer, 1980) and Vol. 27, No. 3 (Spring, 1990). The first interview begins with the question on “Giacomo Joyce” and Nico tells the story of how Richard Ellman sent him the manuscript and he started to work on it immediately. Nico mentioned in the interview that after starting the translation of Giacomo Joyce in Georgian, in two days, when half of the work was over, “I suddenly felt that rhythmic units and alliterations coming to my mind in Russian. This had never happened before when I was translating into Georgian, so I decided to translate the whole thing into Russian, too and the two translations appeared the same month” (Tall, 1980, p. 347) By the way, we have two translations of “Giacomo Joyce” in Georgian, whereas Nico’s translation of the same text into Russian remains the only (and truly brilliant) Russian version of “Giacomo Joyce” since 1969.

One of the most interesting passages of the first interview discusses the importance of “Ulysses” for Russian and Georgian readers and the impact it may have on them. The interviewer asks whether the book, finally translated, will be able to produce the same effect after all these years, and Nico answers that though the effect might be somewhat weakened, as it frequently happens with all delayed translations, on the other hand, “in the past fifty years people have accumulated a lot of experience in reading this complex work, so it will be much easier for Russian and Georgian readers to prepare themselves to read it than it was for English or Irish readers in 1922” (Tall, 1980, p.348). Indeed, ample, highly erudite, insightful commentaries, accompanying the Georgian “Ulysses” (based on outstanding guidebooks by James Joyce scholars, as well as on Nico Kiasashvili’s scientific research) made it far easier for Georgian readers to understand the intricate details, allusions and reminiscences the text is replete of. Nico also believed in the fruitful influence Joyce could make on Georgian writers and was right, as the research, conducted in the scopes of the project “James Joyce Translations and Studies in Georgia” proved. The monograph that sums up the outcomes of the research contains several articles by Manana Gelashvili and Tatia Sibashvili, as well as the interview with different representatives of Georgian culture, depicting Joyce’s impact on Georgian Literature and Art.

Talking about the process of translation, Nico Kiasashvili describes the state, which is rather familiar to all James Joyce scholars, who spend their lives working on the texts of the Great Modernist: “Ulysses” has become a part of my life. I exist in it. I’m not working on something; I am discovering a new land, a new world of art. I especially enjoy getting into the technical details of the novel. I never cease to admire their variety and unexpectedness... You see, my parallel work on the translation and interpretation of the novel is a single whole for me. I try to understand the author’s complex artistic mosaic and to explain the complex interrelationship of all the technical elements and, at the same time, I try to find an equivalent artistic form for them in my native language.” (Tall, 1980, pp. 348-349)

The second interview was published a decade after the first one. By this time first ten episodes of “Ulysses” had already been published and the interview mainly focused on the difficulties of the translation. It was the period when the translator was working on “Nausicaa.” In the interview, Nico mentioned that whenever he had a problem with the text, he consulted Joyce and he did not mean it as a joke. He said: “I plunge myself fully into Joyce’s way of thinking, his way of writing, his style, what he does with his language and how he uses some other languages as well and this is what helps me to find out what he would answer” (Tall, 1990, p.481).

Tall wanted to know how Nico treated Joycean jingles in “Ulysses”: Khoruzhii, a translator, who was the first man to fully translate “Ulysses” into Russian, decided that if there was a chance of losing some English associations, he would rather translate them word for word, instead of using an equivalent in Russian. Nico agreed with this approach, saying that in case of some jingles, such as “Oh, Mary lost the pin of her drawers” he provided the exact translation. All in all, the jingles that contained some prominent associations and allusions were translated exactly, and in other cases, Kiasashvili used Georgian material.

Another important issue was Joycean slang, as James Joyce is one of the outstanding masters of heteroglossia. Nico mentioned that he tried to be very careful in this matter and used Georgian slang to substitute English or Irish colloquialisms, not the ultra-modern slang of Georgia in the 80s, but the slang of the 20s or the slang of his youth that was a bit further from the present day. I think it was the best decision, as it maintained the precise distance the modern English-speaking reader will have with the original text.

The musicality of Joycean text is one more ordeal for a translator. Nico Kiasashvili found the process of compensating for the musicality of prose especially fascinating. He tried to maintain the musical scheme of the “Sirens” – one of the most musical episodes of the novel. Naturally, the differences between Georgian and English did not allow full adequacy, but most of the musical effects of the chapter are maintained, mostly via onomatopoeia.

As for the syntactic effects used by Joyce, to fully cover them the translator invented words wherever he could, or used some Georgian nouns as verbs, which are not normally used by Georgians this way. He acknowledged the richness of the Georgian language that allowed him to be innovative and create versatile structures. These innovations sometimes caused criticism from traditionally-minded readers, though. “They think that in English everything is all right from the point of view of syntax and that Nico is doing something wrong, which does not offend me at all. That is why, because I am doing these things very often” (Tall, 1990, p.483). He managed to keep the exact syntactic fragmentariness of Bloom’s monologue in Georgian. While we are reading Georgian “Ulysses” in the James Joyce club, the readers immediately notice the stylistic changes in the interior monologue of the characters when they move from “Proteus,” to “Calypso” and other episodes focused on Leopold Bloom. The lengthy, intricate, highly intellectual lines of Stephen’s interior monologue are changed by terse, brief fragments of Leopold Bloom’s interior monologue, more heavily charged with bodily associations. The translation is congenial in this perspective.

In the interview, the translator talked about the difficulty of translating gender-based pronouns. He mentioned that Russian translation does not have the problem with rendering “he said/she said,” whereas he had to find the substitutes (mostly names or more seldom-the man said/the woman said) and he pointed out the fault of Russian translation, where Khoruzhii changes the verb “said” into some other verbs. He brings two examples from the “Nestor” episode: a) –Asculum, Stephen said, where “said” is translated as “brosil” (dropped a remark/noted) b) –Ask me, Sir, Comyn said, where “said” turns into “vizvalsa” (volunteered). Nico called it a Flaubertian syndrome, as in his pursuit of ideal style Flaubert never allowed himself to repeat a word. After all, Joyce was never bashful in using versatile words, even inventing them on a scale of Shakespeare, so if he repeats a word in a sentence, it is not up to a translator to diversify it.

Maia Kiasashvili mentions two more difficulties of the translation: a) the nobility and clergy titles that Georgian has no equivalents for, so the translator had to invent new words or borrow them directly from English, e.g., yeomen; b) Shakespearean allusions. Despite the fact that we have very decent translations of nearly all works by William Shakespeare, “Ulysses” is so densely populated with the allusions and reminiscences of the Bard that many Georgian equivalents of the passages fail to maintain the exact references and symbols, essential for the proper understanding of Joyce’s text. As Maia Kiasashvili mentions, “For that reason, the translator applied certain discretion in deciding whether to provide a new version or use the traditional translation of Shakespeare’s phrases.” (Gelashvili et al., 2020, p.240).

All the episodes of “Ulysses” have their intricacies and complications that can drive a translator mad, but the most difficult task is to render the whole development of English literary styles parodied by Joyce chronologically in “The Oxen of the Sun.” All in all, we recognize 32 eminent authors in the text. Nico mentioned that to deal with these difficulties he had to stick to the resources of Georgian literature and sometimes used the obsolete letters of the Georgian alphabet to bring in the atmosphere of the ancient times, so, alongside tracing the chronological development of the Georgian literature he also followed the development of Georgian language. He believed that while translating this episode, “you must give your reader your own language if you want to keep him informed of what’s going on” (Tall, 1990, p.484).

3. Conclusion

The Georgian translation of “Ulysses” was immediately acknowledged by Georgian and foreign scholars, but the profound research on the translation have not been conducted yet. Hopefully, in coming years we will have a monograph dedicated to the “Odyssey” of Nico Kiasashvili and his Georgian “Ulysses.”

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

Eliza Kintsurashvili

Abstract

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 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

Introduction

Transformational leadership is the most significant issue for students' development. The goal of school development is the school members' direction. If the school wants to develop, it should have different goals during different periods to encourage students to constantly work hard. Students have different expectations and interests, so all teachers have to create and develop an appropriate educational atmosphere that helps students to become motivated and active during the learning process. Consequently, the teachers need to improve their transformational leadership in the process of school improvement. "The teachers need to create conditions to stimulate the morale of the school members with their higher level of leadership, making different members

at different times can be motivated, respected, trusted and improve satisfaction, and gradually reaching a consensus with the overall objectives of the schools” (Yang, 2013, p. 78). Therefore, what the teachers should focus on is the students’ needs in each stage.

Research problem

Educational organizations and especially schools do not have an effective method for students’ motivation, which is vital for development. Teachers do not try to implement transformational leadership during the learning process and students are inactive and unmotivated. Students do not have self-confidence. The lack of transformational leadership is why students non participate, which makes students lazy. Most teachers think that students who do not participate during the lesson are unintellectual and uninterested.

Research objectives

The main objective of this research is to identify and discuss “transformational leadership in schools and If there is a lack of transformational leadership study the reason for it, why teachers do not try to implement this leadership style in their classroom for student’s motivation and encouragement. This study analyzes the attitude between teachers and students during the learning process by using transformational leadership and the absence of it.

The urgency of the research

The urgency of the research is the influence of transformational leadership on students’ future development and the actuality of using the methods of transformational leadership during the learning process and the necessity of improving knowledge. The insistence of this study is to reveal different approaches to learning fluently and increase students’ productivity under transformational leadership.

The novelty of the research

The research shows the influence of transformational leadership on students’ learning quality and future development. It delivers solutions to problems as well as gives us effective approaches to use for a lack of transformational leadership.

Practical Value

The findings will support school teachers and students to simplify the learning process and make it more creative and effective. These results will be beneficial for students to become more active, free, and motivated. These discoveries will be very helpful for educational organizations, students, and teachers to understand clearly the value of transformational leadership, that it is the only tool for success and development.

Research questions

How does transformational leadership influence student development?

How teachers can implement transformational leadership in the teaching and learning process?

What is the direct role of transformational leadership?

Chapter 1. Literature review on recognizing the Influence of the Transformational Leadership on Students' Class Participation

1.1. Defining the Concept of transformational leadership

Transformational leadership is a theory of leadership where a leader works with teams to identify needed changes and creates a new vision to guide these changes through inspiration. "Transformational leaders raise the performance expectations of their followers and seek to transform followers' values and self-concepts, and move them to a higher level of needs and aspirations" (1995, p.293). So many studies about the concept of leadership, it appears that there are some basic techniques to care for good management. The core elements of the lesson are how to become the best leader from an organizational or hierarchical perception. It is a leadership approach that causes a change in individuals and social systems. Scholars and researchers have discussed the definition of leadership for many years and there are as many explanations of leadership.

Leadership expert James McGregor Burns introduced the concept of transformational leadership. It can be seen when "leaders and followers make each other advance to a higher level of morale and motivation" (Aguas, Zapata, & Arellano, 2017, p. 10). Through the strength of their vision and personality, transformational leaders can inspire followers to change expectations, perceptions, and motivations to work towards common goals.

1.1.1. The importance of transformational leadership

Transformational leadership is a very important approach that influences and motivates followers to work and achieve goals. "Transformational leadership plays a key role in the process of change management" (Bass & E.Raggio, 2006). A transformational leader takes control of the situation and manages the group. "Transformational leadership describes a process when leaders can bring positive changes in individuals, groups, teams, and organizations by using inspiration, vision, and the ability to motivate followers to transcend their self-interests for a collective purpose" (Warrick, 2011, p. 13). They are not just leaders who monitor progress and development, transformation leader is also focused on helping the members to complete their obligations perfectly. Transformational and charismatic leaders develop and reach a vision and encourage their followers to participate in the achievement of common and broader goals. "Transformational leaders offer followers something more than just working for self-gain" (Zapata, Aguas, Valle, Arellano, & Lorduy, 2017, p. 4).

1.2. Transformational Leadership in Education

Educators can indicate two leadership styles: transactional or transformational. A transactional instructor focuses on assigning information to students, without appealing for their participation. A transformational leader, on the other hand, finds ways for students to share their viewpoints. This open communication then improves student understanding. Educators who are transformational leaders get constructive outcomes. “Subordinates of transformational leaders have less role conflict, higher task performance, and higher satisfaction with a task than subordinates with non-transformational leaders” (Theodore, 2013, p. 704). A component of transformational leadership makes individuals different. Transformational leadership is a very effective tool for students’ intellectual motivation. Using a transformational leadership style for improving students’ knowledge is very significant. Teachers as transformational leaders can change students’ views, interpretations, and understanding. The main power of gaining knowledge is to inspire students, motivate them and give them a reason to become more active and interested every day. In fact, in education, transformational leadership might promote a more professional atmosphere.

1.2.1. Transformational leadership as a tool of development

Transformational leadership is a leadership style in which leaders encourage, inspire, and motivate employees to innovate and create change that will help grow and shape the future success of the organization and individuals. Teachers’ role as transformational leaders is great because they have a huge responsibility to give new information and help students to gain knowledge. According to Bass (1995), Transformational leaders raise the performance expectations of the followers and seek to transform followers’ values and self-concepts, and move them to a higher level of needs and aspirations”. These are the trademarks of a transformational leader that sets them apart from other leadership styles. A transformational leader encourages the motivation and positive development of followers. Consequently, this is a great power for teachers to help students for progress and change. A teacher who can use transformational leadership correctly can have open communication with pupils and if they are inactive and non-participants gave them motivation and self-interest to become more energetic and dynamic.

1.3. Transformational leadership in the classroom and Teacher Perceptions

Transformational leadership identifies the essential needs of followers. Accordingly, the classrooms are the same. Transformational leaders motivate subordinates to do more than they originally expected to do. Transformational leadership includes charisma, individualized consideration, and intellectual stimulation. According to Bass (1985) as cited (Bolkan & Goodboy, 2015, p. 12) “A person who is charismatic has insights into the needs and values of their followers and can build on these needs and values to push people to reach their potential”. Individualized consideration is a reflection of leadership behaviors that are considerate and supportive of subordinates. “The involvement of students in any extra leisure activities such as the

leadership transformation program would also benefit them in terms of the development of prosocial skills, self-efficacy, autonomy, and increased independence, personal motivation, and responsibility, as well as acting as a protective factor against risky behaviors” (Hamzah¹, Baharuddin², Fauzi³, & Aripin⁴, 2019, p. 727). This is accomplished by setting an example at the executive level through a strong sense of corporate culture, stimulating students, and giving them independence in the classroom. Especially, Transformational leadership motivates educators and students alike to share insights and opinions that can change the classroom. “The involvement of students in any extra leisure activities such as the leadership transformation program would also benefit them in terms of the development of prosocial skills, self-efficacy, autonomy, and increased independence, personal motivation, and responsibility, as well as acting as a protective factor against risky behaviors” (Hamzah¹, Baharuddin², Fauzi³, & Aripin⁴, 2019, p. 727).

Graduates understand how to empower others without overpowering them. They know the importance of helping students to make their own decisions. They can demonstrate how transformational leadership can help schools evolve. Provides coaching and mentoring but allows teams to make decisions and take ownership of tasks. For some students learning process is very hard. Students are different from each other's and also their learning styles are dissimilar. All people are individual and they need specific approaches and methods to gain knowledge. Correspondingly exist modest students or schoolchildren who do not like to become actively involved in the learning process during the lesson. Therefore, teachers have a direct obligation to motivate students. Nevertheless, by observing I can maintain some teachers prefer to work with active and knowledgeable students and do not maintain weak ones or students who just listen and non-participate. In this case, teachers need knowledge and enthusiasm to motivate students, communicate, and help them to do their best. It's a management style that's designed to give teams more opportunity to be creative, look to the future, and find new solutions to old problems. Teachers have to be prepared to become transformational leaders through mentorship and training. Self-working is essential and significant to gaining helpful skills for students' development.

1.3.1. The lack of transformational leadership

In most definitions of leadership, one encounters the concept that leadership influences others to achieve certain predetermined goals, a situation that requires interpersonal interaction between leaders and followers. For this reason, one may define leadership as the influencing process of leaders and followers to achieve organizational objectives through change According to Lussier & Achua (2007) as cited (Theodore, 2013, p. 701). “One may define leadership as the influencing process of leaders and followers to achieve organizational objectives through change”. Transformational leaders create a motivational atmosphere for their followers in accepting the mission and goals. According to Goleman (2002) “Transformational leaders can sense how others feel and understand their perspective, meaning that such a leader can articulate a truly inspirational vision. Therefore, without using transformational leadership the situation in the classroom is different.

Transformational leadership has a huge influence on students' involvement and participation. "Like many philosophical concepts, "leadership" can mean many things to many people; this is perhaps best reflected in the current multitude of leadership theories and approaches applied to the subject" (Workman & Cleveland-Innes, 2021, p. 314).

For students, the teacher in the classroom is the role model. All teachers' behavior and attention are vitally important for some students. If a teacher is uninterested in students and never tries to involve them in the learning process, it is the reason for dramatic consequences. All teachers have to know what is best for their students and they are obliged to develop their knowledge and teaching skills. "The professional development is a big business worldwide" (Kuhnet, 1994, p. 10). Charisma is the main character to have as a teacher because working with the new generation and educating them directly means creating a future for the country. The lack of transformational leadership caused the loss of many talented students, who needed encouragement and inspiration. Transformational leadership is very effective for all students. This style can motivate students with different kinds of disabilities, and gifted as well. Without encouragement and inspiration, students stay inactive and they lost interest to learn and gain knowledge. When teachers do not use the unique elements of transformational leadership in the classroom, students are always indifferent. The learning process is uninteresting. Also, they do not have a confident attitude toward the teachers and the majority do not have wishes to listen to the teacher.

Chapter 2. Research Methodology and Methods

2.1. Research Methodology

For this research study, I use qualitative research to reach a specific goal. Quantitative research is defined as a systematic investigation of interesting things by gathering measurable facts and figures. Therefore, quantitative research is helpful to collect information about students' class participation. Qualitative research is very supportive to seek answers to questions about why and how people behave in the way that they do and it's also a very effective tool to identify various reasons for people's actions. It provides in-depth information about human behavior. Qualitative research methodology offers to find out how transformational leadership influences students' motivation, activity, class participation, and development. "Qualitative research-based in an interpretive paradigm is exploratory in nature, thus enabling researchers to gain information about an area in which little is known" (Liamputtong and Ezzy, 2005) as cited (Dickson-Swift, Eral, James, Kippen, & Liamputtong, 2007, p. 329). Under this circumstance, qualitative research is very helpful to observe attitudes among teachers and students and detect useful skills for communication. Also, the most important thing is students' ability to express their opinion and become active during the learning process, because class participation is the key element of integration.

2.2. Research Methods

In my research paper, I am going to use different methods: classroom observation, literature review, and a very effective online survey. Classroom observation helped me to understand deeply what kind of attitude is among students and teachers during the learning process. I am a student at international black sea university and they permit me and also helped me to observe lessons in 7 different schools. Therefore, by observing the classes, you will obtain much more objective information that can be compared to the self-reports of the research participants.

The articles I read gave me a lot of information about leadership. These articles helped me to study in-depth the features and characteristics of transformational leadership. Which should be used in the teaching process if we want to get results. First, it should concisely summarize the findings or claims that have emerged from prior research efforts on a subject. Second, a literature review should conclude how accurate and complete that knowledge is; it should present your considered judgments about what's right, what's wrong, what's inconclusive, and what's missing in the existing literature" (Knopf & W., 2006, p. 127). Correspondingly, my research study interview will be a more informative and helpful tool to find out what participants think about related problems to transformational leadership and comprehend what is the real situation in schools.

The next helpful tool was Online Survey. Online research has enabled me to understand teachers' attitudes towards the use of transformative leadership in the learning process. Also, an online survey is a good way to get honest answers from respondents.

2.3. Research Sample Selection

In my research study, I use convenience sampling and purposive sampling. This online survey was conducted on a focus group, of over 15 different subject teachers from 3 schools, which had information about the current issues and it was helpful to find what kind of attitude is among students and teachers. In addition, the survey was confidential and all participants had every condition to answer questions faithfully and without fear and hesitation.

2.4 Research Ethics

Anonymity and confidentiality will be guaranteed. Information provided by participants won't be used for any other purpose. For the online survey, informed consent will be given.

2.5. Research Limitations

There will be some limitations in my research studies as well, such as respondents' refusal to participate in studies, and research methods limitations. as I won't be able to use all the tools for my research studies and the limitation of participants

Chapter 3. Findings and Discussions

3.1. Participants

The participants in my study were teachers from three different schools who sincerely shared their views on the use of transformational leadership. Their age was different and the experience was at least three years.

3.2. Procedure

The research process was very interesting and the relationship with the participants was very expressive. Each of them, by sharing their experience, made a great contribution to the improvement of the teaching and learning process. The online survey was shared among participants through various online platforms. In addition, I have used various social networks which are very convenient for sharing information.

3.3. Results and Analysis

15 teachers from 2 private and 1 public school participated in the study. Not all teachers were willing to express their opinion and share their experiences in using transformational leadership. However, it turned out that some teachers do not have any information about its effectiveness. the qualitative data from the online survey was analyzed based on participants' responses. The conducted research showed interesting results, which we will discuss in detail. I think the introduction of the results will make the situation in Georgian schools clearer for the readers.

To start with the question Do you use transformational leadership during the leading process? 53.3 % of Teachers use it in the teaching process, 33.3% do not use but 13.3% do not have information about transformational leadership therefore this is a sign of learning disruption. Or perhaps they did not find a sincere answer to the question.

Do you use transformational leadership during the learning process?

15 responses

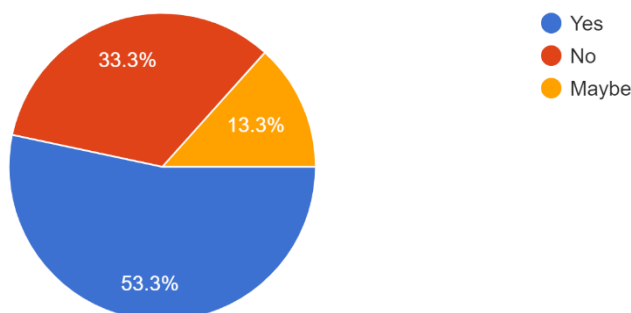


Figure 1. Using transformational leadership.

The next significant question is about the importance of transformational leadership for students' motivation. So interesting results I have from the online survey. It is gratifying that a majority of teachers 46.7% acknowledged the need for transformational leadership to increase student motivation, but unfortunately, 33.3% again noted that it is not important. This is why teachers need more information, 20% of teachers are not sure whether it is important or not.

Is transformational leadership the most significant tool for students motivation?

15 responses

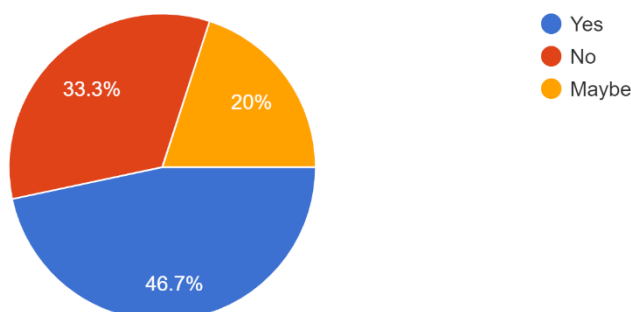


Figure 2. Transformational leadership as a significant tool.

Undoubtedly, an innovative vision is very important and we should also mention that transformational leadership is a helpful tool for student development. Using transformational leadership in the learning process, the teacher helps students to develop critical thinking and be able to see and solve problems differently. 66.7% of teachers still confirm this but 13.3% deny it, while 20% are still in a state of uncertainty.

Do you help students to think about problems in a new way?

15 responses

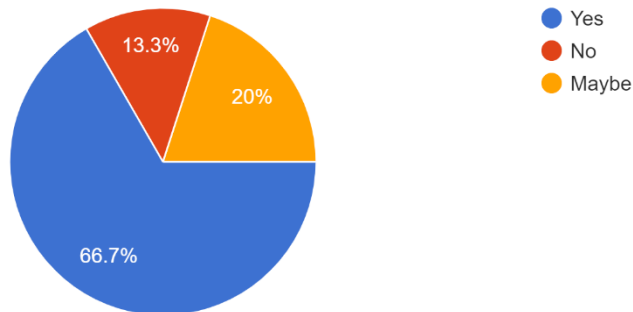


Figure 3. Solve problem in a new way.

As I have already mentioned a healthy relationship between teacher and student is essential for the learning process. One of the advantages of transformational leadership is that the teacher can pay equal attention to all students in the class and also involve all participants in the lesson process. 66.7% of respondents use different methods, and 13.3% do not use them and this is the biggest problem which is why so many students remain out of focus. 20% are still in the information vacuum and the teaching process will likely be suitable as well.

Do you use specific approaches and methods for inactive students?

15 responses

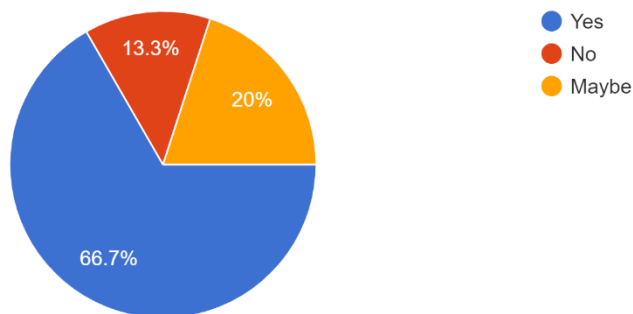


Figure 4. Specific approaches and methods.

Also, the answers to the open-ended questions are given below, which more accurately express teachers' attitudes towards transformational leadership.

1. What is the main purpose of using transformational leadership in the classroom?

„The main purpose using transformational leadership in the classroom is students' motivation and effective class participation”

„To transform child, to change him or her for the better “

” Ability for students to become more active “

„Change the student for the better, give intellectual motivation “

2. What kind of influence does transformational leadership have on students’ effectiveness during the learning process?

“Classroom is more organized and teaching and learning quality is huge”

“For effectiveness during the learning process, students’ interest is important”

“I think approaches is the most significant”

“Students have a desire to gain knowledge”

“Everything depends on the teacher in the classroom”

3. What kind of transformational leadership style do you use for students’ motivation?

“Inspirational motivation is the best and I gave my approaches gaining form years’ experience”

“Individualized Consideration, Intellectual Stimulation, Inspirational Motivation”

“I do not know exactly the terminology, but I always use friendly leadership”

As for the observation of the classroom, it became possible to make very important conclusions here as well. In most cases, the “top-down” method is used in the teaching process and rarely “bottom-up”. It is also interesting to note that the lesson process is based solely on the involvement of active students because those students who are not active are virtually unable to participate in the teaching process. We may get a little different picture when teaching is taking place in the classroom but online teaching requires more planning and in addition, the teacher should try to make it as tailored as possible to the interests of the students. The teacher also has to involve moderate students in the lesson process as much as possible, be it group or pair work. The teacher should also be able to have a close and healthy relationship with the student through which he or she will be able to get to know the student better and contribute to future development

3.4. Discussions

Based on the obtained results, the research showed that there is an information vacuum in the private and public schools of Georgia for the practical application of transformed leadership in the educational process. The educational process in the private and public schools of Georgia is refined. Learning and teaching are very challenging and responsible processes. This is why all teachers should try to make it easy for students.

Let's start with the fact that the classroom is a source of inspiration for students. Every student who attends a teacher's lesson should be motivated and have the appropriate conditions created to learn. Creating a suitable environment for students, as I have already mentioned, is very important and it will not be provided if we only require the teacher to have a thorough knowledge of the subject. For a teacher to be able to lead the lesson process he must have different qualities, one of the important leadership characteristics in a person. Leadership traits enable the teacher to lead the class and classroom management involves motivating students and involving them fully in the lesson process. It is necessary to pay attention to the fact that online surveys and classroom observation in schools lack transformational leadership.

However, classroom observations have shown that most teachers do not know at all and do not use any specific approaches to children. It does not take into account what kind of students they are, nor is the material in most cases simply and interestingly conveyed. Only a few students are active in the classroom and it is against the background of their survey and involvement that the lesson takes place. Many students simply do not participate in the lesson process and do not feel encouraged by the teacher. Online tutorials are particularly intense. Students who are not interested in the lesson try to avoid questions and also avoid technical problems, regardless of whether it is in fact.

The results of the online survey and the classroom observation almost coincided that too many teachers could not take advantage of transformational leadership to make their lessons and interaction with students interesting.

Conclusions and Recommendations

Based on my research, I can say that the use of transformational leadership in the learning process is not even necessary. Every teacher should know that the profession of a teacher does not mean only being a specialist in the subject, but also the teacher is inclined to combine different functions. First of all, the teacher in the classroom is the leader who leads the class and he/she should be able to communicate with the students. Also, the lesson process should be completely tailored to the needs of the students. If there is a tense relationship between the teacher and the student, in such a situation it is impossible to think that the student will be able to learn any information. If there is a tense relationship between the teacher and the student, in such a situation it is impossible to think that the student will be able to learn any information. In addition, the learning material must be of interest to the learner, which will certainly increase the learner's involvement in the lesson process. The teacher is very familiar with his / her students and when presenting new material, he/she must take into account what kind of learners they are.

As my research has shown some teachers do not have information about transformational leadership and obviously will not be able to use it in the teaching process. This is why the school needs to provide teacher training in a variety of angles that will be very helpful to students. Pieces of training are an ideal option for informing teachers, but it is time-consuming and teachers are so busy nowadays. I think for teachers who are very ill, it is ideal to provide them with information about Transformational Leadership in print or electronically. Every motivated teacher will find time to get acquainted with the material that will make his / her lesson process more interesting, and effective, make it easier to manage the class, and be able to achieve the set goals.

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

Emine Bala

Abstract

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.

Key words: language learning proficiency, language learning strategy, language learning strategy instruction, reading comprehension strategy training, reading comprehension proficiency

Introduction

Language learning strategies are instruments that facilitate foreign/second language learning, increase students' language learning success and language proficiency. According to Oxford (2017), teaching strategy improves foreign and second language learners' ability to apply appropriate techniques and recognize strategy usage. The teaching of strategy is thought to be most effective when students understand the importance of the strategies and learn how to use and transmit them in various situations. The goal is not to expect students to use the same strategies, but rather to have them choose the most appropriate strategies based on their assignments and cognitive styles (ibid.), which are defined as a person's preferred and habitual ways of comprehending, recalling, organizing, interpreting, and representing knowledge (Dörnyei & Ryan, 2015).

Some researchers have revealed the positive impact of language learning strategies in Iraqi FL context on students' language proficiency (AlKattan & Ahmed, 2004; Alsadik, 2014; Askar, 2013; Bala & Bala, 2018). In this study, the researcher aims to unveil the impact of Reading Comprehension Strategy Training (RCST) on undergraduate English as a foreign language students' language proficiency in Erbil context. Accordingly, the following question was formulated to seek out:

1. To what extent does RCST have impact on students' language proficiency?

Literature Review

It is insufficient to focus reading comprehension instruction solely on the cognitive domain, namely the efficient implementation of strategic reading activities. That is, this implies that learners are merely taught how to perform a trick. The metacognitive domain should also be addressed in reading education. This indicates students must learn how to arrange their reading processes, how to set reading goals and decide that what strategies can be used to meet those goals; how to observe their reading processes, how to check if the reading process is running smoothly and, if it is required, to consider using other reading strategies; and how to assess their reading processes. Namely, strategy training should contribute to students learning what it means to operate strategically when completing reading assignments, rather than only training distinct strategic reading activities (Bimmel, Van Den Bergh, & Oostdam, 2001).

The cognitive learning approach, according to Weinstein and Meyer (1991), is a structure for better achieving a learning goal by organizing cognitive skills such as concentration and long-term memory. These strategies have certain common characteristics, such as being goal-oriented, which aids language learners in completing tasks effectively or maximizing their capacity. Second, because they are familiar with certain tactics used in previous tasks, the students consciously select them by recalling. The next is that cognitive language methods require some effort; that is, pupils must devote time or go through certain stages. As a result, learners should be self-motivated, acknowledge the benefits of language learning practices, and feel that using them will make them more successful and effective.

Significant research supports the main assumption that good FL/SL students are much more strategic than worse SL learners. Competent FL/SL students are more proficient in strategy utilization than weak FL/SL students among K–12 students, according to growing evidence, with some of the most persuasive research focusing on language acquisition verbal procedures. Furthermore, those who are effective at tracking their language learning and usage do so more than those who are not. Capable FL/SL students can connect elements of the FL/SL to prior knowledge more easily than poor learners. Even if both competent and inadequate learners use the same number of strategies, proficient students are more likely to apply task-appropriate ways because they have a better understanding of when and when certain strategies should be used. Competent FL/SL students process more cognitive and metacognitive information than less capable classmates (Pressley & Harris, 2006).

While the conclusions of research on identifying a good language learner are not founded on empirical data, they do define good language learners as students who are intimately involved in language learning and can address difficulties related to their own learning. Those research serve as a foundation for comprehending how good language learners gain the language skills. Effective language learners' skills can be taught to less successful language learners after they have been recognized. Most FL/SL students indicate or have been detected using some type of strategy in learning a foreign or second language, according to research. They stress, however, that competent FL/SL learners utilize a broader variety of learning strategies (Zare, 2012).

Reading instruction revolves around the concept of awareness rising. The stages in teaching reading should raise students' understanding of the processes involved in reading, and they should interact in numerous steps of meaning making. Furthermore, success at university necessitates knowledge of reading strategies, as students are required to read some reading materials. Teachers must create reading strategy instruction that is explicit in nature. Overall, students who undergo strategy training accomplish in reading better than those who do not (Kusrini, 2017).

Research Method

The present study has a quasi-experimental design with pretest, while test, posttest and delayed posttest. The research sample comprise 57 undergraduate EFL sophomores from one of the private universities in Erbil. The convenience sampling method was utilized for the sample selection. The obtained data was analyzed through SPSS 25 data editor.

The experiment was carried out in a 4-hour Reading III course within 20 weeks. The Experimental Group (N=29) (EG) was taught a strategy-based coursebook along with explicit strategy training whereas the Control Group (CG) was taught a regular reading coursebook. Students in both groups did the reading section of Cambridge PET exam as pretest in the first week of the course, and took the others as while test, posttest and delayed posttest during the experiment time.

Furthermore, the researcher obtained the written consent of the students before the study started. The students' identification remained anonymous by coding system (S1, S2, S3, etc.), and they were assured that the results would be used just for the research purpose.

Results and Discussion

Table 4.1

The Descriptive Statistics of PET 1, PET 2, PET 3 and PET 4 in EG

		Statistics			
		PET 1	PET 2	PET 3	PET 4
N	Valid	29	29	29	29
	Missing	0	0	0	0
Mean		13.62	17.03	20.59	23.79
Mode		15	18	19	23 ^a
Std. Deviation		5.434	6.115	6.361	6.505
Skewness		0.411	0.209	0.017	-0.412
Std. Error of Skewness		0.434	0.434	0.434	0.434
Kurtosis		1.102	-0.329	-0.647	-0.882
Std. Error of Kurtosis		0.845	0.845	0.845	0.845

The descriptive statistics of PET 1, PET 2, PET 3 and PET 4 in EG is illustrated in Table 1. It is obvious that there is noteworthy growth between pretest (M=13.62), while test (M=17.03), posttest (M=20.59) and delayed posttest (M=23.79) in EG.

Table 4.2

One-way ANOVA for the Means of PET Results in EG

One-way ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
PET 1	Between Groups	227.769	1	227.769	8.164	0.012
	Within Groups	418.467	15	27.898		
	Total	646.235	16			
PET 2	Between Groups	408.595	1	408.595	15.035	0.001
	Within Groups	516.357	19	27.177		
	Total	924.952	20			
PET 3	Between Groups	417.314	1	417.314	12.634	0.003
	Within Groups	462.436	14	33.031		
	Total	879.750	15			
PET 4	Between Groups	439.219	1	439.219	14.494	0.002
	Within Groups	454.545	15	30.303		
	Total	893.765	16			

One-way ANOVA has been performed to disclose the impact of reading strategy training on students'

language proficiency in EG. The results suggest that there is a statistically significant difference between group means for PET 1, PET 2, PET 3 and PET 4 with $p=0.012$, $p=0.001$, $p=0.003$, $p=0.002$ respectively which are strongly evidence for the research objective, which strategy instruction augments foreign language learners' language proficiency.

Table 4.3

The Descriptive Statistics of PET 1, PET 2, PET 3 and PET 4 in CG

		Statistics			
		PET 1	PET 2	PET 3	PET 4
N	Valid	29	29	29	29
	Missing	0	0	0	0
Mean		11.38	14.10	16.10	18.45
Mode		9	10	12 ^a	13 ^a
Std. Deviation		4.917	5.453	5.544	5.234
Skewness		1.050	1.325	1.252	1.181
Std. Error of Skewness		0.434	0.434	0.434	0.434
Kurtosis		1.692	1.119	1.467	0.938
Std. Error of Kurtosis		0.845	0.845	0.845	0.845

As Table 4.3 displays, even though there is an upward movement between the results of pretest ($M=11.38$), while test ($M=14.10$), posttest ($M=16.10$) and delayed posttest ($M=18.45$) in CG, the differences between the tests in CG are lower than the EG.

Table 4.4

One-way ANOVA for the Means of PET Results in CG

One-way ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
PET 1	Between Groups	384.024	1	384.024	38.39	0.000
	Within Groups	260.083	26	10.003		
	Total	644.107	27			
PET 2	Between Groups	460.024	1	460.024	38.823	0.000
	Within Groups	308.083	26	11.849		
	Total	768.107	27			
PET 3	Between Groups	507.524	1	507.524	45.726	0.000
	Within Groups	288.583	26	11.099		
	Total	796.107	27			
PET 4	Between Groups	372.024	1	372.024	34.566	0.000
	Within Groups	279.833	26	10.763		
	Total	651.857	27			

As Table 4.4 illustrates, there are statistically significant differences between group means for PET 1, PET 2, PET 3 and PET 4 at $p < .01$ level in CG.

Table 4.5
The Summary of PET Results in EG and CG

	EG		CG	
	M	Var	M	Var
PET 1	13.62	0	11.38	0
PET 2	17.03	3.41	14.10	2.72
PET 3	20.59	3.56	16.10	2.00
PET 4	23.79	3.20	18.45	2.35

Table 4.5 demonstrates the variance (σ^2 :10.17) between pretest and delayed posttest in EG and the variance (σ^2 :7.07) between pretest and delayed posttest in CG. The results suggest that the students who went under strategy training treatment made much language proficiency progress comparing to the ones who did not. Also, there are many studies (i.e. Bimmel et al., 2001; Fewell, 2010; Habók, & Magyar, 2018; Oxford, 1999) have been conducted that support the present study result, which implies the positive impact of strategy training on students' language proficiency.

Conclusion

The purpose of this study is to evaluate how reading comprehension strategy training affects the language learning ability of undergraduate EFL students in Erbil. According to the obtained data, the students who went under RCST program outscored those who did not receive strategy teaching on language proficiency assessments. EFL students, who take strategy instruction, can identify the demands of each activity in regards of which techniques are appropriate and can adjust the strategies according to task's requirements. Therefore, it might be concluded from the results of this study that the students who employed reading comprehension strategies have gained the awareness of language learning strategies and started to apply them to the tasks. As a result of the strategy training, experimental group's students' language proficiency scores have improved more comparing to the students in control group.

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Visual arts in English language teaching to arts and theatrical students

Gulnara Gorgiladze

Abstract

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, posters, ceramics, design, crafts, photos and videos, theatrical performances recordings, etc.) 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: English language teaching, visual arts, student motivation, critical thinking, academic achievement, student engagement

Introduction

“Traditional methods of teaching the English language are not adequate to fulfill the requisites of the students who study visual and performing arts because they have a passion for artistic, dynamic, and meaningful education” (Thulasivanthana, 2020). Visual arts (drawings, paintings, sculptures, printmaking, posters, ceramics, design, crafts, photos, videos, clips, movies, cartoons, theatrical performances recordings, etc.) offer them the unity of cognitive and affective areas, language and culture. According to Chi (2017), arts can serve a stimulus, warm-up activity, facilitator, motivator, educational materials and a guide, create an affinity between the students and lecturers and stimulate the students to learn creatively and think widely. Their application will liven the class, engage and motivate students, let them feel competent, and prepare them for their future professional activities. Last, but not least – students will enjoy the learning process while gaining both filed and transferable skills.

Literature review

Accodring to Muthim (2017), artistic specialties require a very high level of motivation. Without inspiration, no artistic works can be created. “The characteristics shown by the artists in work and their spirits in doing the job could be adopted and made use of in the teaching and learning English” (p. 481).

There are some types of arts through which English teaching and learning can be carried out. Davis (2008) suggests that arts education can be applied to different names or bases. They are arts-based, arts-infused, arts included, arts expanded, arts professional, and arts extras. In arts-based, the arts supply the content for what is learned, serve as a model for teaching, learning, and assessment, and provide a window through which non-arts subjects are explored. In arts-infused, the arts are infused into the curriculum, artists or works or arts are brought from outside in to enrich whatever is going on in arts and non-arts classes or activities. In arts included, the arts are situated among students’ required courses and are taught, respected, and allotted time with the same regard as non-arts courses. In arts expanded, education in the arts takes students outside of school into the larger community. In arts professional, the impression of professional arts educational opportunities abound is given. In arts extras, arts as nonacademic extras are reserved for in-university space and time outside of the daily curriculum.

While teaching English through drama, we do not teach acting and performance skills. Instead, we teach core curricular areas (e.g., certain topics or vocabulary) using drama. Maley and Duff (2005) named some advantages of the use of drama in a language classroom. They are: (1) integrating language skills in a natural way, (2) integrating verbal and non-verbal aspects of communication, (3) drawing upon both cognitive and affective domains, (4) fully contextualizing the

language, (5) emphasizing whole-person learning and multi-sensory inputs, (6) fostering self-awareness (and awareness of others), self-esteem and confidence, and developing motivation, (7) transferring the responsibility for learning from teacher to learners, (8) encouraging an open, exploratory style of learning where creativity and the imagination are given scope to develop, (9) creating a dynamic atmosphere, (10) making learning enjoyable.

Applying music is also an effective way to teach English as a Foreign Language (EFL). Music encourages children to listen carefully for specific purposes and to articulate responses. Singing a song develops children's language skills, especially pronunciation, by focusing attention on rhythm and rhyme. By working with others in a musical setting, children develop their ability to communicate ideas effectively. Music used as background increases memorization.

Dance livens the class, involves kinesthetic learners, unites speech with movements, and provides Total Physical Response (TPR). Literature, theatre, movies, television make students think about life and place of art in it, analyze works of art both from content and technique viewpoints.

When combined with reading, writing, speaking and listening, art can open doors for high levels of analysis and also challenge students to explore themselves and their surroundings and thus find avenues for sophisticated comprehension and communication. Reading a newspaper report on arts exhibition, an artist's biography, or a critical paper on a piece of art provides good samples for students' future writing, information dealing with their specialty, and material for discussion. Writing about a painting, theatrical performance, concert, etc., develops arts students writing and critical thinking skills. Watching videos (musical clips, fragments from movies, etc.), on the other hand both develops listening skills and informs on professional issues. Familiarizing learners with arts is an enjoyable part of authentic learning; the heart and soul that complement mind and body, a powerful integrative force that teaches the whole learner social, creative, emotional, intellectual, and physical.

Farokhi and Hashemi (2012) claim that "the arts enable students to understand the world in which they live. Arts are central part of the human experience... The arts enable students to understand the world in which they live. Arts are central part of the human experience" (p. 923). Listening to / reading about arts provides the comprehensible input (Krashen, 1988) for professional knowledge and language skills. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. Arts students, based on their professional knowledge of the relevant art, more easily and in a more enjoyable way learn the language materials.

It is an authentic, rich source of vocabulary, phraseology, and terminology. "Engagement in attending to or creating a work of art develops the imagination" (Farokhi & Hashemi, 2012, p. 924). Because so many art forms are collaborative in nature, students often develop the crucial ability to work on a common project with others. It is because of these relations between the arts and the development of self-esteem that incorporating arts in language classes benefits the development of transferable skills (teamwork, verbal and non-verbal communication, and critical thinking). "Arts learning helps us move from the pedagogical model of teacher-as-expert to the pedagogy of 'making' where the classroom has the feel of a studio doing original, beautiful work; where the learner is engaged in a collective process that asks them to take an increasing responsibility for what is happening" (ibid, p. 924).

The contemporary approach towards the development of professional skills of arts students requires modern technology use. Making up simple cartoons with special software and then holding a 'festival' of such cartoons, with role playing of festival administration, jury, newspaper correspondents and audience, unites professional skills with EFL speaking skills development. Viewing videos of architectural monuments permits, for example, to discuss issues of history, architecture, painting, and even environment. Technologies make it easy to develop scenery for students' theatrical performance, to make it more colourful and emotional, without any extra expenses.

Using visual arts for language teaching to arts students provides student engagement and motivation, supports their creativity. During 'exhibitions', 'festivals' and other events students develop self-confidence, they realize that they are contributing to the skills they will need after graduation.

Students can access their multiple intelligences. While developing an art-based project, one may be a photographer, an illustrator, an actor, a scriptwriter, or a stage manager, according to his/her inclinations. They will do research, including becoming aware of their own learning styles, finding materials, translating, adapting the text, holding interviews, etc. They learn by doing, apply truly active learning, and enjoy the process. "The visual arts enhance language development

by offering non-verbal methods for communication and understanding and by providing a platform for students to create mental images. Integrating the arts into language arts and the content areas can give students the opportunity to engage in new and varied approaches while gaining positive emotional responses to learning, understanding others and communicating their own ideas” (Farokhi & Hashemi, 2012, p. 925).

Conclusion

Therefore, by placing art within the language classroom setting enabling students to express their ideas visually as well as by speaking and writing, teachers can:

- Build on prior knowledge.
- Scaffold instruction.
- Create a bridge between written and spoken language.
- Make learning relevant and meaningful.
- Help students develop self-esteem.
- Foster creativity.
- Develop an appreciation of the past.
- Highlight similarities and differences.
- Foster higher order thinking skills.
- Promote high levels of analysis, reasoning, and questioning.
- Support creative thinking.
- Model problem solving.
- Emphasize interpreting and communication of ideas.
- Enhance students’ ways of observing, responding to, and representing the world (Farokhi & Hashemi, 2012, p. 926).

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How to Teach Empathy at University

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Abstract

Globalization caused technological, socio-economic, political and cultural changes. Accordingly, it caused changes in education. The 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 having 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 skills 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 the importance of empathy in the 21st century.

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

1. Introduction

Globalization caused technological, socio-economic, political, and cultural changes. Accordingly, it caused changes in education. The global world requires new citizens with new skills. If a few years ago, education was focused on hard skills which are gained through education, training and certification, today it is impossible to work well with others, interact with colleagues successfully, achieve goals and have success without soft skills. So, both skills are equally essential and needed today.

The concept of empathy was first introduced by aestheticians in the mid-19th century. They used the German word "Einfühlung" to describe the emotional "knowing" of a work of art from within, by feeling an emotional resonance with the work of art. At the end of the 19th century, psychologist Theodore Lipps expanded this concept to mean "feeling one's way into the experience of another" by theorizing that *inner imitation* of the actions of others played a critical role in eliciting empathy. The philosopher Martin Buber added deeper texture to the concept of empathy by describing the empathic relationship as "I and Thou", versus unempathic disrespect, as "I and It". In this powerful description, humane respect and concern for the other is contrasted with objectification and dehumanization of another person, which is in evidence too often in today's societies (Riess, 2017).

2. Literature review

2.1. In her article "*The Science of Empathy*" Helen Riess notes that "empathy plays a critical interpersonal and societal role, enabling sharing of experiences, needs, and desires between individuals and providing an emotional bridge that promotes prosocial behavior." She highlights that the capacity of empathy "enables us to perceive the emotions of others, resonate with them emotionally and cognitively, to take in the perspective of others, and to distinguish between our own and others' emotions." She writes that "in the past, empathy was considered an inborn trait that could not be

taught, but research has shown that this vital human competency is mutable and can be taught.” Helen Riess explains that “our capacity to perceive and resonate with others’ suffering allows us to feel and understand their pain. The personal distress experienced by observing others’ pain often motivates us to respond with compassion. The survival of our species depends on mutual aid, and providing it reduces our own distress. Mutual aid exists in the earliest reports of tribal behavior and remains a powerful force in today’s world, where thousands of organizations and millions of people work to relieve global suffering (Riess, 2017).

2.2. For Donna Wilson and Marcus Conyers empathy is “the ability to understand and share the feelings of another”. They distinguish two common approaches to empathy in psychology: **shared emotional response** and **perspective-taking**. They underline that shared *emotional response, or affective empathy* occurs when an individual shares another person’s emotions. But *perspective-taking*, also known as *cognitive empathy*, occurs when a person is able to imagine herself in the situation of another. The authors write about the strategies used in the world for developing both affective and cognitive empathy. They are: **Modeling; Teaching Point of View; Using Literature to Teach Different Perspectives; Listening actively to others; Being Metacognitive about one’s state of empathy** (Wilson and Conyers, 2017).

2.3. Chris Grabau notes that “Empathy” is considered a crucial component of the development of emotional intelligence and has been attributed to greater academic and career success. The author identifies five strategies for integrating empathy into the university service-learning experience. The universal teaching strategies may help inspire opportunities for empathy development within any discipline. Their strategies include **Strategy 1:** Give students experiential opportunities for building empathy.

Strategy 2: Incorporate empathy into students’ reflection.

Strategy 3: Teach the empathy toolbox.

Strategy 4: Assess and reimagine classroom culture and design.

Strategy 5: Add empathy to your learning objectives and graded coursework (Grabau, 2017).

2.4. In her blog Amanda Linette Meder defines empathy as the ability to put yourself in someone else’s shoes. She also notes that “high levels of empathy lead to better personal relationships and more successful social behavior. As a survival trait, empathy is essential for cultivating our relationships with others, fostering deeper social bonds, and identifying when those in our community have a need. When you’re able to identify with the needs, thoughts, or emotions of a community, you are better able to solve problems for them, which can lead to success in business.” The author speaks about three types of empathy: - **emotional, mental, or compassionate**. She defines each of them. *Emotional empathy* is where you feel someone’s feelings. *Mental empathy* means you know what someone may be thinking. *Compassionate empathy* means that you act on what you feel or perceive (Medar, 2018).

3.Methodology

Teaching students different soft skills is a guarantee for their successful careers. During the study period, it was revealed that the undergraduates didn’t know much about empathy which is quite a needed skill in today’s world. The survey was held online. The undergraduates had to fill the questionnaire and show how they acquired the taught empathy skills and where they could use them.

3.1. Methods

We used quantitative and qualitative research methods, open and a closed online questionnaire. The survey has clearly shown the need of Soft Skills, in this concrete case, empathy skills especially now, in the wake of the post-pandemic period and the war going on in Ukraine. This approach gave us more understanding about the importance of having empathy skills and being empathic.

3.2. Background information

Current events show that the world requires citizens with different abilities, skills and competencies for their success and well-being. People having different skills are able to deal with other people, can understand and appreciate the feelings and thoughts of others. However, there is little emphasis on such skills in higher education. The two year pandemic period showed us how important are Empathy skills for everyone. Many of our students didn't have an idea or had the wrong opinion on this concern. So, we decided to teach these skills to our students. It took us several weeks but the results showed us that it was worth working on them. We believe that if a person has a high level of empathy, he/she is able to cultivate better relationships with others, foster deeper social links and this way establish a warm and flexible atmosphere at the workplace. Furthermore, when a person is able to identify with the needs of his friends, colleagues, and other people around him, he is able to solve problems for them, which can lead him to success in every sphere of life: education, business, etc.

3.3 Participants

The target group was the English Philology students- Freshmen, Sophomores, Juniors, and Seniors. We asked them if they were aware of Empathy skills. Their answers showed us the necessity of teaching empathy skills to the students.

3.4. Procedure

First we decided to teach the students empathy skills and then give them a questionnaire to fill in and survey how they have learned them. We have made this decision as empathy is 'both a trait and a skill. As a skill it can be taught and learned as well. Empathy can be learned, and you can start by practicing how you behave in your relationships with others (Rogers, 2020).

It can be done in many ways. But we decided to give students some material to read, to listen to different people what they think about empathy skills, and later come to the conclusion by themselves. Below is given a sample of how we worked on empathy and the assignments students did during working on it. Teaching empathy skills contains several steps.

Step 1. Students have been presented with the concept of Soft skills and their inseparable role in learning and academic achievements and at work after graduating from the university.

Step 2. The teacher prepares the material and activities to develop empathy skills. The students keep all the materials and activities they have done in their portfolios. In the end, they present it and submit a general reflection of the work they have done, and receive feedback.

Step 3. The teacher assesses each student's work and provides them with feedback. The assessment is based on the student's reflection. There may be peer feedback (optional). Students gather in small groups, share and discuss their reflections, and provide support and insights to each other. Working on empathy skills took us 4 weeks.

Week 1 (Assignment 1)

Students are given the article to read – **What Is Empathy?** By Kendra Cherry (Cherry, 2020). Students read the text and answer the questions:

1. What did the article teach you about the skill?
2. In your view, which are the three most important things about the skill?

Week 2 (Assignment 2)

First, students watch the TED Lecture - How do you teach empathy? (<https://ed.ted.com/lessons/hYI7p8BU>) and then have a discussion what they have learnt about the issue. Then, students work in small groups of 3. To know more about this skill each group is asked to watch the TED lecture on Empathy and make a short presentation where they should speak about three things they have taken from the lecture. After group presentations students have a discussion answering the questions:

- What did you learn from the lecture that was not given in the article?
- What did you learn from your friend's presentations?
- Define empathy in the article and at the lecture.

The answers may be different. Students listen to each other and learn more about empathy.

Week 3 (Assignment 3)

Students are asked to prepare a story about his/her empathy skills on a personal level. (they should speak if they have empathy skills, if not, how they are going to gain them, would it help them in their everyday life and have success, would they do it themselves or with the other's help); Students write their stories. They speak and have a discussion.

Week 4

Week 4 is for assessing students' portfolios. The teacher assesses each student's work and provides them with feedback. The assessment is based on the student's reflection. There may be peer feedback (optional). Students gather in small groups, share and discuss their reflections, and provide support and insights to each other.

3.5. Data analysis and main results

On the question if they had any information about empathy at school the answers are different. A large number of students - 61% answered that they had not heard anything about the skill, 20% said they knew about empathy from their family and only 19% avoided answering the question. 60% of students thinks that empathy is very important, 25% considers that other skills are more needed and 15% believes that it is impossible to live without empathy.

The answers to the question- *Which are the areas of your life in which you can use empathy skills* are consequently different. Out of 100 students 75 listed almost all spheres of their life where they could use

empathy skills, 25 of them named only the work place. 'I believe, I can use empathy skills almost in every sphere of my life. I am always ready to give a piece of advice to anyone and support him/her' says one of the students. 'I can use empathy skills all-time in my life because, I don't know when people come to me for advice, or when they are in difficult situations. I should be ready for everything. I should be communicative, in order to make new relationships, make new friends. It makes my life better and interesting.' writes another. 'I can use my empathy skills in different situations, like when someone is suffering and have a breakdown, I can help him with my emotional support. I cheer them up to do everything for themselves and for their loved ones', says the third one. 'I am a positive person and try to acquire different skills to be successful. I think I can use empathy skills first at home, with my friends, at work to have a good relationship with my colleagues. Then, everything will be OK', writes another.

The answers to the question: *Do you use the learnt empathy skills in practice? If not what stops you?* deserved our attention. 67 % of students answer that they already use empathy skills, 18 % don't use them because they feel shy, 15 % noted that they are going to use them in the future.

The answers to the question- *Did you feel support from others when you were unsuccessful?* were interesting. Many of them (55 students) answered that they had been supported by friends and teachers. Some of them (30 students) were supported by their family and only 15 students didn't feel any support.

'Failures are as important as winnings since they don't allow you to give up. I had so many failures and one of them was when I had to learn poems in 10th grade. I never liked the idea of learning poems by heart, because I think that it doesn't show knowledge, so I was always trying to learn main ideas in them, but once my teacher gave me a bad mark because, I didn't know the poem by heart. To my surprise, my classmates supported me and encouraged me. Their words gave me inspiration. The next day I learned it by heart', writes one of them. 'I was 16 years old, I failed the exam. It was a shock for me. But my teacher supported me and gave me the strength to go on working on myself. I understood that everything will be ok if you are not alone and there are so many kind people around you', writes another.

'I met lots of barriers in my life. I tried to encourage myself but without my friends and family's support, I couldn't overcome them', mentions the third one. So, we see that students' failures are connected mostly to school years.

Empathy skills are needed in family, at school, at university, at work. People need to communicate with their friends and with other people, to respond to challenges and manage their emotions and express empathy, they also need to be able to speak clearly and politely with people over the phone and in writing, make the right decisions, express their opinions and share their ideas. They will also likely need to be good listeners.

Conclusion and Recommendations

Soft skills are crucial in the 21st century. It is very difficult to be successful and promoted without them. They help human beings be ready for the challenges they may come across in their life. Be empathic means to have a great opportunity to be self confident, promoted and respected. In simple words, Empathy is the ability to see the world through the eyes of another person and understand their perspective on a situation. Empathy enables a person to use those insights to improve someone else's mood and support them through challenging situations. Empathy skills help to gain a deeper understanding of the problems and realities of the target audience. It also involves assessing the difficulties people face and uncovering their latent needs and desires. Empathy also helps to understand how this product/service impact lives, specifically within the contexts being investigated.

The survey showed that the method we have used in teaching students empathic skills worked well. Students were pleased, texts and TED lectures enriched their vocabulary and increased the awareness of empathy. We recommend to teach soft skills to students and prepare them to solve challenges they may come across in the future.

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The Ways of Integrating Transferable Skills in Your Classroom

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Abstract

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.

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

Introduction

The primary goal of education is no longer transmitting only knowledge or a vast amount of information. Higher Education Institutions (hence HEIs) are expected to equip students with the skills, values, competencies alongside the knowledge. There is a paradigm shift in terms of both teaching and learning methods. The role of students has also changed, as they are perceived to be active participants in their learning process. The teachers act as facilitators, who guide students to construct their own learning (Care, Kim, Vista & Anderson, 2018). In light of this, Trilling and Fadel (2009) propose a framework encompassing knowledge and skills. Accordingly, HEIs are expected to embed transferable skills in their study programs, and promote the learning

that facilitates the process of skills development. Due to the fact that there is a critical shortage of the skills, this issue requires more explicit support within HEIs, in terms of implementing the skills development into the curriculums as well as designing the methods that could be effective (Tran-Nguyen & Smirl, 2019). Chadha and Nicholls (2006), state that “transferable skills are not addressed seriously enough in higher education, and it is argued that course structure and delivery methods need to be radically rethought for the skills agenda to be sufficiently tackled” (p.116). A single approach or a method cannot guarantee the development of the skills. Therefore, it is crucial to apply a number of approaches and strategies, which can enhance the skills of learners. The universities have to offer a wide range of opportunities in this regard. There are several issues that should be considered while planning skills-oriented teaching. It is important to recognize that transferable skills have a generic nature meaning that they are relevant to any discipline or a subject area. Only incorporating the skills in the curriculum is not enough, and it should be put into practice through creating an active learning environment, where the students are viewed as autonomous learners. Besides, it is significant to have a dialogue with the stakeholders, employers, and educators. The application of different methods to facilitate skills acquisition is a challenging task for teachers, due to a number of hindering factors. Among the challenges are designing relevant assessment methods, the lack of resources, there are no guidelines for the student-centered approach at universities, the readiness of teachers, and their professional development (Khabeishvili & Tvaltchrelidze, 2021; Todorovski, Nordal & Isoski, 2015). Since there is a growing need to equip students with necessary skills, which they need to apply in dynamic settings, the role of Higher Education Institutions is significant.

What do we mean by transferable skills?

A range of terms is used interchangeably which sometimes causes confusion. The skills are labelled in different ways, and the differences exist even in countries’ policies. There are various terms, which are more frequently used, such as life skills, soft skills, generic skills, transferable skills, key skills, employability skills or the 21st century skills (Fallows & Steven, 2000, Commission, 2016). A lack of clarity caused by the existence of different terminologies can have an impact on making alignment of the methods and approaches related to teaching the skills (UNICEF, 2019). In light of this, Lippman et al. (2015) claim that it is difficult to find one common understanding, which is a barrier to design relevant instruction and the assessment methods, in order to match the skills.

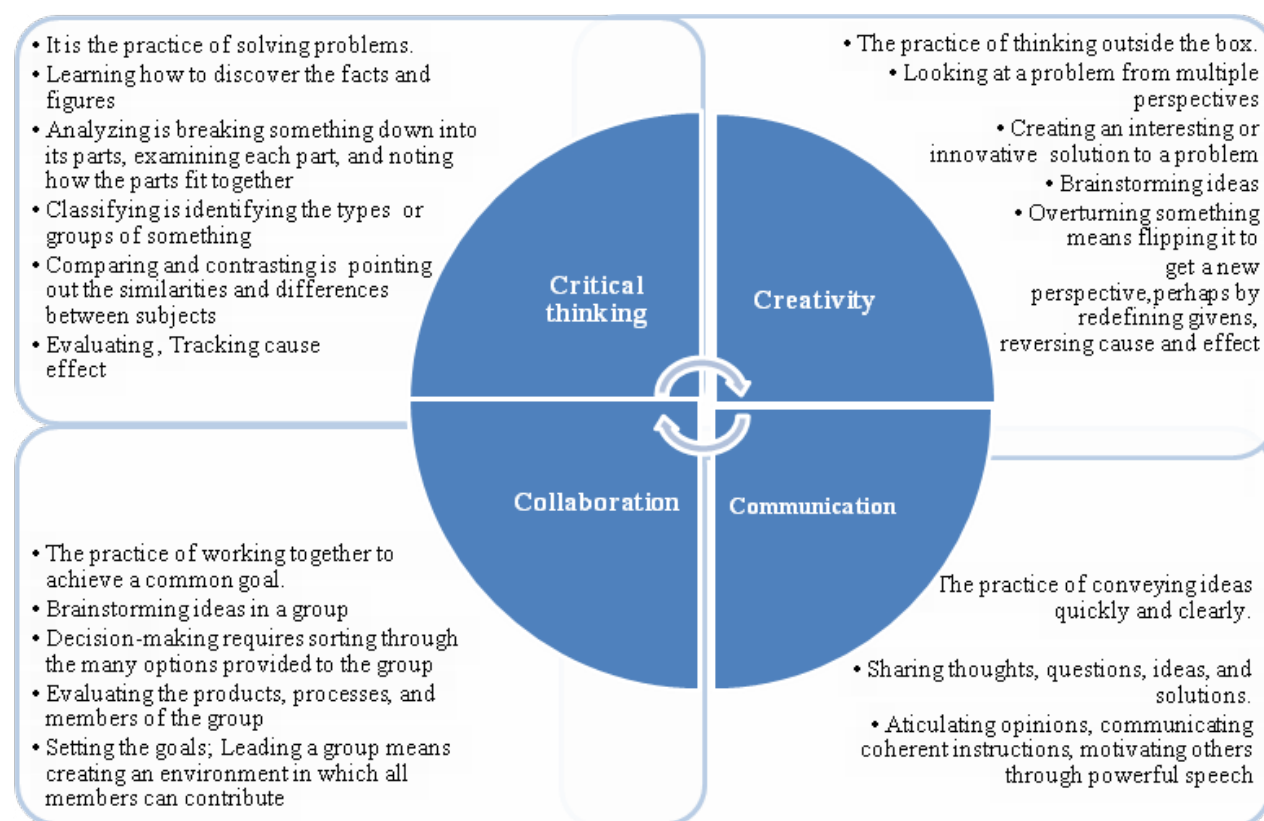
On the other hand, Cauley (2011) notes that despite the fact that there is no universal definition of the concept, it is still possible to come up with a common clarification. Generally, it is believed that the skills are considered to be transferable, because of the nature of transferability. It implies that an individual, who possesses the set of transferable skills, is able to transfer and apply these skills in different contexts. These skills carry generic nature meaning that they are relevant across different fields. They can be applied at work or in daily

life (Fulgence,2015). Cedefop (2008) agrees with the similar clarification of the transferable skills and they also believe that these are the skills, which are acquired in one context and can be transferred to another situation. Clark (2019) also states that the transferable skills can be applied in dynamic settings, and they are not restricted to a particular situation. Since there is a concern regarding the lack of skills possession, it is crucial to promote the transferable skills development at universities, in order to ensure that the learners are equipped with knowledge and skills needed for the 21st century challenges, and real-world related issues. Weber, Borit, Canolle, Hnatkova, O'Neill, Pacitti and Parada (2018) believe that these skills serve as a bridge since they could be applied in different environments.

Four Cs

As different interpretations and conceptualizations of the term transferable skills exist, the skills frameworks are also different. There is a wide variety of skills that are considered to be significant for learners in today's world. While talking about the skills categorization, it is noteworthy to put emphasis on the most demanded and critical skills, which are known as 'Four Cs'. Teaching 'Four Cs' is crucial in order to enable learners to succeed in the workplace and life. 'Four Cs' include Critical thinking, Creativity, Collaboration, and Communication. The following figure illustrates how these four skills can be interpreted.

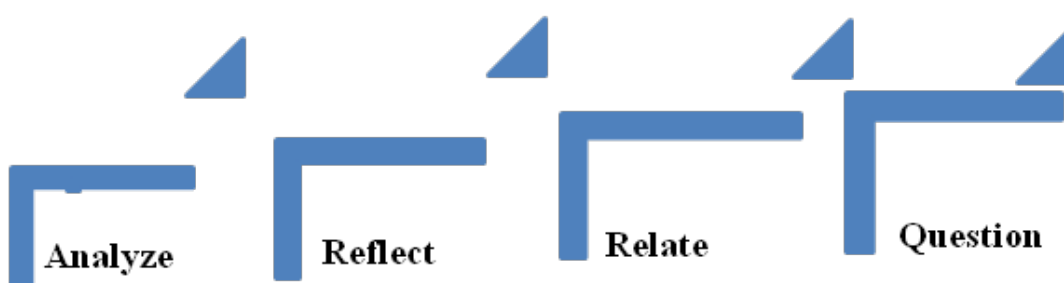
Figure 1. *Four Cs*



Gay(2015) notes that communication is an integral part of both learning and teaching processes. Communication skill is defined as one's ability to express opinions, and thoughts effectively in written or oral communication. Besides, it refers to having an ability to listen effectively, and understand the message in order to communicate in diverse contexts (NEA,2014). Wherever communication exists, there is an opportunity to collaborate. Hence, communication and collaboration skills can occur together. Collaboration implies having the ability to work effectively in teams. It refers to demonstrating a willingness to work together for a common goal (NEA,2014). Practicing collaboration skills supports learners to master how to deal with problems, make decisions, and come up with solutions while working with others. Collaborative learning is not a new concept, as it became popular in the twentieth century, when the research had put forward the significance and the effectiveness of collaborative learning. Banerjee (2012) argues that students can learn faster when they work together, and construct knowledge cooperatively. Riegel and Kozen (2016) also share a similar opinion regarding the importance of promoting collaboration skills, as it facilitates students to apply these skills in real-life settings. When students practice collaborative skills, they demonstrate responsibility to work towards a shared goal. It also enables them to learn how to work with people from diverse cultures.

Critical skills are considered to be more complex, as it combines different qualities. Critical thinking occurs when students are engaged in analyzing, interpreting, synthesizing or evaluating processes. Critical thinking is an important skill, as it is necessary to reach conclusions, solve problems, or come up with different ideas to form arguments. With critical thinking, the students learn much more than just memorizing the facts. It refers to discovering the facts, asking questions, using deductive or inductive reasoning, and analyzing a complex situation in order to identify some alternatives (Riegel & Kozen, 2016). In light of this, they suggest the steps, which should be followed while designing the instruction, in order to cultivate critical thinking skills.

Figure 2. The steps of critical thinking (Riegel & Kozen, 2016, p.48)



Source: Riegel, C., & Kozen, A. (2016). Attaining 21st century skills in a virtual classroom. *Educational Planning*, 23(3), 41-55.

Creativity could be defined as thinking outside the box, which implies the process of thinking when a person does not set limitations to his or her thinking abilities and strives to think not inside the box but outside the box. This kind of thinking leads a person to see already existed things from a new perspective and differently. This way of thinking is valued in today's world as it makes people more productive. There could be various forms

of creativity; therefore, a simple definition of it is not possible. Maley and Peachey (2015) define creativity as “one’s imagination, changing existing ideas, being unique, original and innovative, having a vision, or simply having the freedom to come up with new and unusual ways to carry out tasks” (p.123). Hence, this is an ability to produce something new from imaginative skill which could include a new solution to a problem or a new method that could be brought into reality. Creativity is a fascinating phenomenon, as it represents something new or different. As Beghetto and Kaufman (2014) indicate novelty is not enough to be creative. The two concepts, task appropriateness and usefulness, are necessary for something to be creative. Riegel and Kozen (2016) also believe that creative thinking skills involve the abilities to produce new ideas, look at things from multiple perspectives, and try different solutions. Practicing creative skills includes brainstorming, creating new concepts, refining, analyzing, and evaluating some ideas. Similarly, McCallum(2012) indicates that creativity involves encouraging learners to express their ideas, opinions, observations, and feelings in both writing and speaking which help us to value freshness.

How to facilitate the transferable skills development?

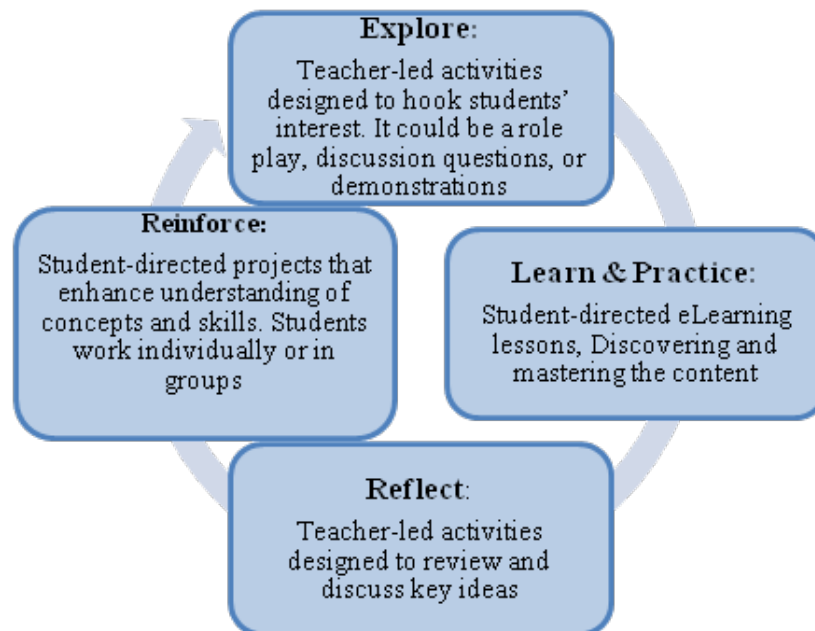
The task of a teacher is no longer teaching students to be passive consumers of knowledge. We are responsible for engaging learners in the knowledge construction that requires applying the set of skills. In recent years, a number of efforts have been made towards modifying both teaching and learning processes focusing on skills acquisition. The learners should be viewed as active participants, and they should be engaged in diverse activities that could facilitate sharpening communication, creativity, collaboration, and critical thinking skills. It is a daunting task for educators to plan the instruction in a way to meet contemporary students’ needs and interests. It is quite challenging to create such a learning environment where the students are given full opportunities to acquire and develop the skills needed for the 21st century world.

Corresponding to facilitating the development of transferable skills in the classroom, Chadha (2006) suggested three approaches. ‘Embedding’ approach “no direct reference is made to developing transferable skills and the emphasis is on promoting the development of technical ‘know-how, ‘Bolting-on’- skills are developed independently of the core discipline, enabling the explicit development of students’ transferable skills, ‘Integrating’- skills are developed and taught explicitly within the core discipline and the same amount of emphasis is placed on the development of transferable skills as technical abilities” (p.21). In order to achieve skills development, it is essential to modify the curriculum and emphasize the skills more explicitly. Of course, only making changes in the study programs or curriculum is not enough, it requires a practical application of all elements of active learning. Hartikainen, Rintala, Pylväs, and Nokelainen (2019) state that “active learning is a wide concept, most often referring to student-centered and activating instructional methods and instructor-led activities” (p.1). This type of instruction has theoretical roots in constructivist learning theories. “Active learning as an instructional approach aims to enable constructivist learning by emphasizing students’ self-construction of knowledge and students’ responsibility for their own learning” (p.3). Similarly, Cheong and

Ching Mok (2007) consider that it is crucial to design a teaching process to facilitate learners' self-learning, self-exploration, and self-actualization.

Kristin Savko(n.d) suggested a four-phase curriculum framework that contributes to promoting four Cs development.

Figure 3. *A four-phase curriculum framework to facilitate the skills development*



Incorporating these phrases and designing teaching considering these elements support teachers to ensure more student-oriented classroom environment, where the students are actively engaged in their own learning. Besides, it is noteworthy to mention seven principles proposed by Weimer (2002) regarding planning our teaching practices. These principles are worth considering, as they are the key features of active learning.

- The first principle refers to involving students in *discovery learning*. The activities that encourage them to discover the information, solve problems and make conclusions help to develop their skills. The teacher only gives guidance and the students work autonomously.
- Engaging students in *collaborative activities*. It is important to promote cooperation inside and outside the classroom. The students should be given the opportunities to learn through sharing.
- *Questioning* should be done by students. So, the students should be provided a chance to ask questions, summarize the discussions and analyze the information.
- *Modelling* is one more principle that is a part of an active learning environment. The students fulfill the tasks following the provided model/example. Based on a model, the students are allowed to work out the solutions.

- Providing *real-world* related topics. Encouraging them to learn ‘how to’ learn.
- Creating a *self-reflective* environment. Peer reviewing as a natural process of learning. Engaging students in reflective tasks, in order to learn from their mistakes, and recognize what they have to work on more.
- Encouraging students to take ownership of their learning by involving them in autonomous activities. Creating an *autonomous learning* climate facilitates skills development.

In regard to the ways of integrating transferable skills in the classroom, it is also noteworthy to mention Bloom’s revised taxonomy which is considered to be the framework for enhancing skills (European Commission, 2016). The taxonomy was published in 1956, in order to give a guide for attaining learning outcomes. The action verbs presented in this taxonomy help educators design the instruction taking into account those cognitive processes (Krathwohl & Anderson, 2001; Bloom, 1956). Leonard (2018) also points out that when the learning and teaching processes are based on Bloom’s taxonomy, the opportunities to practice higher-order thinking skills are given to students, as they are engaged in various cognitive activities, such as analysing, creating, evaluating, and so on. Therefore, it is crucial to understand the key domains given in Bloom’s taxonomy, in order to create a learning climate focusing on skills development. The first domain that deals with retaining, recalling, and recognizing knowledge ‘*Remember*’ could be supported with some memory activities, flashcards and presentations, in order to define, identify, recall or label some facts. It is followed by interpreting knowledge ‘*Understand*’ that could be promoted through engaging students in making mind/concept maps, gamification, think-pair-share, or discussions. These types of activities could help students to compare, classify, predict, interpret and summarize gained information. Moving to more complex domains, much more activities should be integrated in order to make students active participants and constructors of their knowledge. ‘*Apply*’ domain implies making students use knowledge in various situations. The role of students is active in this process, as they should be involved in the activities/tasks, where they are asked to modify, implement, demonstrate, organize, solve and practice. Integration of case studies, group work, role plays, demonstrations, projects, problem-solving or hands-on activities facilitates the application of different skills. To activate ‘*analysing*’ domain, debates, discussions, surveys, group investigation, case studies, comparing and contrasting activities could be incorporated into the classroom. In order to create an effective learning environment, it is also significant to activate the ability of ‘*evaluation*’. The instruction should be designed in a way to allow students to make judgments based on evidence, examine, assess, criticize, justify and reflect on the obtained information. Debates, review paper, journals or mind maps could be used as facilitating activities. The students learn and remember things better when they are engaged in the creation of the things themselves. The teachers are striving to make students reach this domain ‘*Create*’. It is quite challenging and requires much work to generate some solutions, formulate, hypothesize, synthesize and propose different ideas. That is why, it is essential to apply diverse teaching techniques to enable students activate more complex cognitive domains in the classroom, and practice higher-order thinking skills. Brainstorming, decision-making

tasks, performances, research projects, or developing new solutions could be helpful to facilitate this process (Krathwohl & Anderson, 2001; IUPUI Center of Teaching and Learning, 2006). NEA (2014) also indicates that giving students multiple opportunities to reflect critically on learning, interpret information and ask questions, should be an innate part of today's learning process. Similarly, Alexander, Commander, Greenberg and Ward (2010) believe that critical thinking or problem-solving skills are promoted when students are given a chance to research, analyse concepts by themselves, and relate them to their experiences.

Furthermore, Maria (2016) proposed several teaching methods which could be applied in practice to enhance transferable skills. While using problem-based/project-based learning, the learners are engaged in problem-solving tasks. Cooperative learning helps them to work in a team for a common goal, while reciprocal learning enables them to work in pairs, and learn from one another. Critical reflection is an important aspect to encourage students' reflection, while experiential learning gives learners a chance to reflect on their experiences to grasp the meanings. Engaging learners in the active seeking of meaning tasks triggers the process of searching so that students are stimulated to construct the meanings. It is significant to apply individualized teaching strategies and create an active learning environment where students are stimulated to think instead of memorization.

Conclusion

As contemporary students' needs and interests are changing as well as the goal of higher education is becoming more focused on equipping students with necessary skills, it is vital to modify both teaching and learning methods. Promoting the acquisition of 'Four Cs', which include communication, collaboration, creativity and critical thinking, has become more popular. Due to the lack of skills in learners, HEIs are expected to promote transferable skills development. The significance of applying active learning methods and designing teaching based on Bloom's taxonomy has been actively discussed recently. Accordingly, this paper presented various methods and strategies that could be applied to enhance transferable skills development.

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Examining Postgraduate Studies on Feedback in Foreign Language Teaching: A Content Analysis Study

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Eda Sekerci²

Abstract

This study aims 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 and 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, oral and written feedback, peer and teacher feedback, and implicit and explicit feedback. According to the findings, it has been determined that the majority of theses were published in 2021. It has been seen that postgraduate studies are mostly carried out in the Institute of Educational Sciences. A mixed research method was used in most of the theses. Students were mostly chosen as the sample. The sample size was mostly studied with 3-1491 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 explicit feedback was preferred over implicit feedback 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 the postgraduate level.

Keywords: *Content Analysis, feedback, feedback types, foreign language teaching, postgraduate studies*

1. Introduction

Feedback is the information given to the learner about his or her performance of a learning task, usually with the objective of improving this performance (Ur, 1996). Feedback can be immediate, during an activity, or delayed, at the end of an activity or part of a learning program and can take various forms in language learning. A teacher or a parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of response and feedback thus is a consequence of performance (Hattie, J., & Timperley, H., 2007). Providing feedback can come from teachers or peers. It can be given in oral or written work. Furthermore, feedback can take different forms of responses in terms of learner utterances that contain an error. It can be in an implicit or explicit form. It is a significant element of education by which we measure, how and how much we have learned. Effective feedback leads the learner to make adjustments to make better progress in their learning process. Feedback takes place as a crucial part of the learning and assessment process when it comes to language learning. Cathcart and Olsen (1976) found that the ESL learners they investigated liked to be corrected by their teachers and wanted more correction than they are usually provided with (Ellis, 1994). Feedback has been considered a key element of language skills such as writing, speaking, listening, and reading. Feedback can be both summative (an evaluation, typically given by a score, of a student's work or at the end of a period of study) and formative (information that is intended to help the learner in some way, given continuously during learning) (Lee, 2017). There are many types of feedback that the student can benefit from. This type varies depending on where it is used. The relative effects of different types of feedback are contextually constrained; thus one type may be more effective in one context and another in a different context (Ellis, 2009). In addition to these contextual matters, it is also of crucial importance to explore the many individual difference variables that mediate the relationship between interaction and learning. By investigating both learner-internal factors (such as WM and affect) and learner-external factors (such as the social context), researchers will be able to reach a deeper understanding of the complex role that interaction, feedback, output, and attention play in the development of a non-native language (Gass and Mackey, 2013). With Emerging of Interactional Hypotheses (Long, 1996), feedback has started to use in a more social context and students have been seen as social characters in terms of interactivity between feedback and context.

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There are many types and techniques of feedback, such as oral or written, explicit or implicit, and teacher and peer feedback. Learners can receive oral and written feedback depending on the context. The context changes according to the skill the student is working on. However, the type and technique of feedback vary. Teachers can give students implicit and explicit or verbal and written feedback according to what they need and what they work on. Apart from teachers, sometimes peer feedback increases student motivation in the classroom and turns the classroom into a social environment. These also vary, either verbally or in writing, depending on the context in which they work. By giving students the responsibility to share their expertise with one another, we are engaging them in the highest level of learning: asking them to teach (Sackstein, 2017). In this way, teachers give students more control over their learning process and build stronger rapport between teachers, students and peers as well. Furthermore, It is seen that every student has his/her own learning style. These differences (personality, perception, ability, intelligence) affect students' motivation and attitudes towards the lessons (Kazu, 2009). With different learning styles, students reflect different learning perspectives on their peers in terms of feedback. Lastly, how the learner receives feedback determines how the learning process will develop in language learning. The direct feedback (Explicit feedback) refers to the correct form being provided by the teacher for the student writer and requires the students to transcribe the correction into the revised version of the text. On the contrary, the indirect feedback (Implicit feedback) refers to an indication on the part of the teacher that there is an error without providing the correct form for the students. (Noroozizadeh, 2009). If learners are to develop in terms of both accuracy and their ability to convey meaning, mechanisms are needed to focus learners so that they attend to points of difference between their interlanguages and the target languages (Mackey, 2012). This can be accomplished through implicit forms of feedback (such as clarification requests and recasts, which draw the learner's attention to meaning and form simultaneously) and also through more explicit forms (such as metalinguistic feedback, which draws the learner's attention to form without necessarily involving meaning) (Mackey, 2012).

Feedback is a remarkable field of study in the field of foreign languages from past to present. Recently, this value has increased gradually. In Turkey, studies on feedback in various language skills are increasing. For this reason, it aims to examine the postgraduate theses written about feedback on foreign language learning in Turkey between the years 2010 and 2022. While conducting studies on the subject, answers to the following questions are sought:

- What is the distribution of postgraduate theses on feedback in the field of foreign language between the years 2010-2022 in Turkey?
- What is the distribution of postgraduate theses on feedback in the field of a foreign language by universities and institutes between 2010 and 2022 in Turkey?
- What is the distribution of postgraduate theses on feedback in the field of foreign language between 2010-2022 in Turkey by research type and design?
- What is the distribution of postgraduate theses on feedback in the field of foreign language by teacher and peer feedback between 2010-2022 in Turkey?
- What is the distribution of postgraduate theses on feedback in the field of foreign language by oral and written feedback between 2010 and 2022 in Turkey?
- What is the distribution of postgraduate theses on feedback in the field of foreign language by implicit and explicit feedback between 2010-and 2022 in Turkey?

2. Methodology

The data of the research consists of 63 master's and doctoral theses in the National Thesis Center of the Council of Higher Education, which deal with the subject of feedback. This study was conducted in a qualitative research method. In the study, document analysis was used as the data collection method. Thematic content analysis, one of the qualitative research methods, was used. In this study, a total of 63 master's and doctoral level postgraduate studies covering the years 2010-2022 and registered in the Higher Education Council Thesis Center, which are related to the subject of feedback, were included in the research. 51 of these theses were published at the master's level, and 12 were published at the doctorate level. In the study, research was conducted using the keyword "feedback" to find the studies registered in the thesis center. The theses were analyzed based on the year of publication, university, institute, department, method/model and design, sample type, sample size, oral and written feedback, peer and teacher feedback, and implicit and explicit feedback. The analyzes of 63 theses included in the research according to these criteria were analyzed using the "Thematic Content Analysis" method.

3. Findings

In this part of the research, the postgraduate theses were examined and evaluated under the titles of publication year, university, institute, department, method/model and design, sample type, sample size, oral and written feedback, peer and teacher feedback, implicit and explicit feedback. To the research, 51 of the theses are master's theses and 12 of them were doctoral theses.

Analysis of Postgraduate Theses by Year

The data regarding the distribution of the theses by year, which were completed between 2010 and 2022 and published in the Council of Higher Education National Thesis Center is presented in Figure 1.

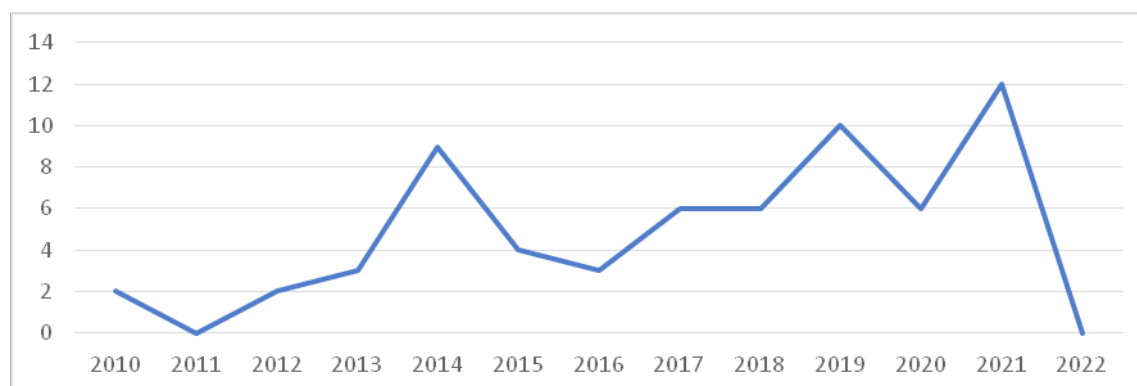


Figure 1. Distribution of Postgraduate Theses by Year

When the distribution of the studies by year is examined, it can be seen that the majority was conducted in 2021, then in 2019, and finally in 2014. Compared to previous years, it is seen that there has been an increase in research on feedback in recent years. However, there has been no thesis published yet in 2022. In addition, when the studies were examined in terms of their research language, it was found that all of them are English.

Analysis of Postgraduate Theses by University

The distribution of the theses, which were completed between 2010 and 2022 and published in the Council of Higher Education National Thesis Center, according to universities, is presented in Figure 2.

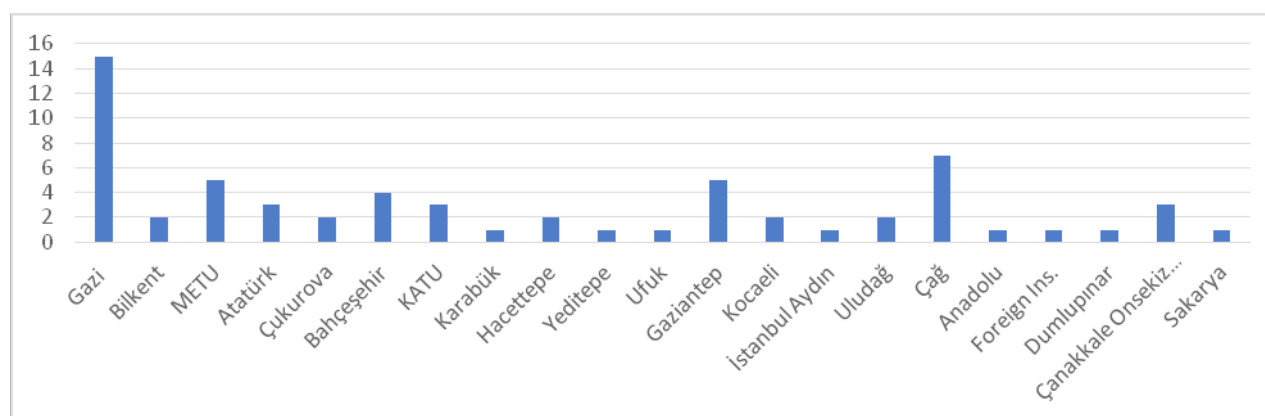


Figure 2. Distribution of Postgraduate Theses by University

When the distribution of theses published between 2010 and 2022 by universities were analyzed, most of the postgraduate theses were published at Gazi University (15), followed by Çağ University, then METU (5), and Gaziantep University (5). Considering this data, all of the theses were distributed to educational and social institutes. In terms of the institutes where postgraduate theses were published, it was determined that most of the postgraduate theses were published in educational sciences. When the postgraduate studies were examined in terms of department /field of study in these universities, it was found that the highest number of studies were conducted in English Language Teaching.

Analysis of Theses According to Research Method and Design

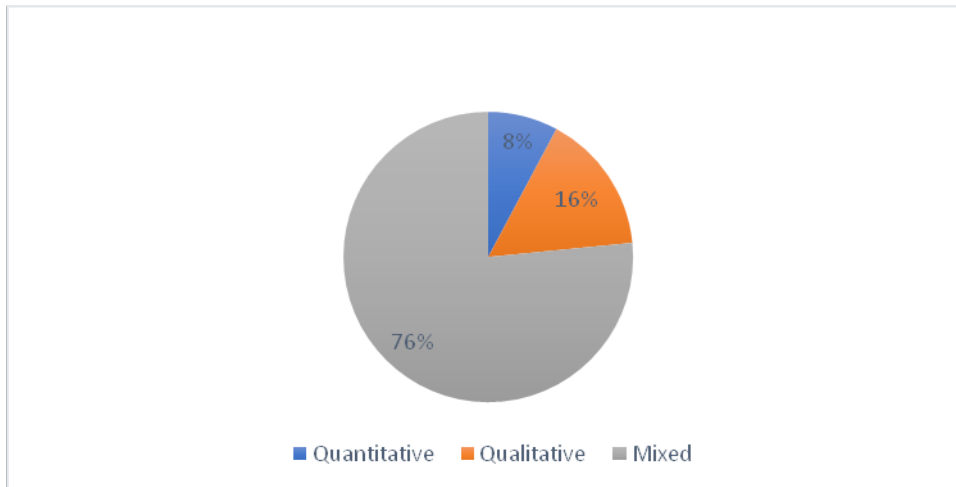


Figure 3. Distribution of Postgraduate Theses by Research Method

In consideration to the postgraduate studies conducted within the field of foreign language teaching, it was determined that the mixed methods constitute the majority (76%), followed by qualitative methods (16%). Johnson and Onwuegbuzie (2004) claimed that the mixed method is incorporating qualitative and quantitative designs, techniques, methods, and approaches to a specific study. In general, mixed methods were used in the studies since it offers a more in-depth perspective. With the use of the mixed method, only qualitative and quantitative research have reached multidimensionality. In addition to initial information, it can be stated that the mixed-method studies were mostly conducted with a descriptive design.

Analysis by Sample Type and Sample Size

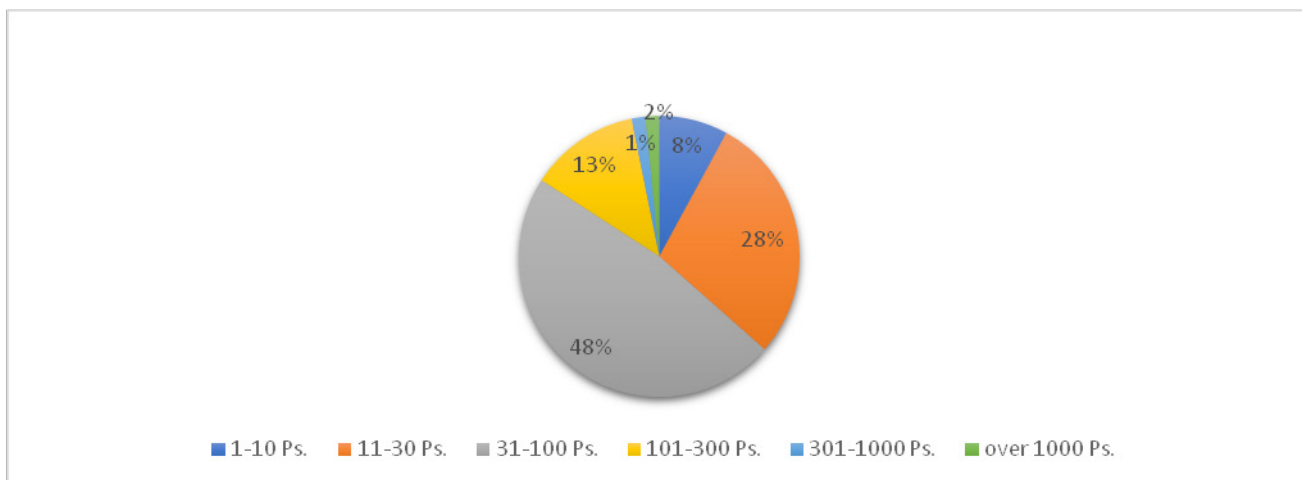


Figure 4. Distribution of Postgraduate Theses by Sample Size

In regard to Figure 4, most of the theses have sample sizes between 31 and 100. 48% of the researchers conducted studies with a sample size of 11-30. The majority seen in the table are generally preparatory class students. The minorities in the table are generally composed of instructors. While the study with the smallest group of participants consists of 3 English teachers, the one with the largest group of participants contains 1491 preparatory-class students at the university. In the majority of the postgraduate studies conducted within this study, Purposeful sampling was used to constitute participants in the studies conducted in the field of English Language Teaching by using open-ended questionnaires, Likert-type questionnaires, and surveys.

Analysis of Postgraduate Theses by Usage of Oral and Written Feedback

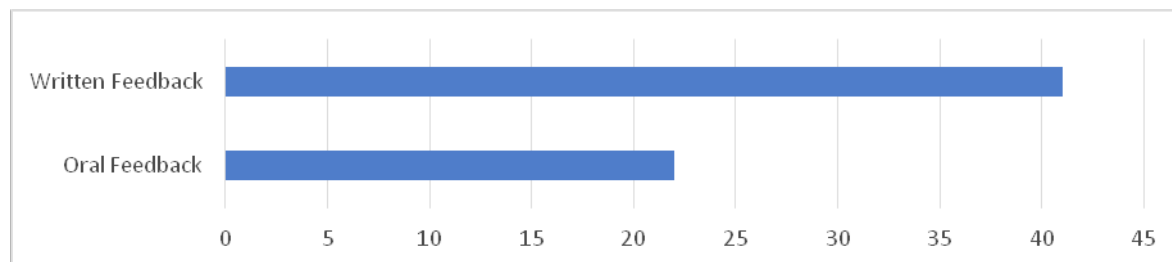


Figure 5. Distribution of Postgraduate Theses by Oral and Written Feedback

Regarding the analyzed data above, 22 of the studies were conducted on oral feedback whereas 41 of them were conducted on written feedback. Considering different skills of English language learning, the studies that were carried out are mostly on students' writings. However, there are very few studies in the field of feedback on students' activities of other language skills such as, speaking, listening, and reading. Therefore, these forty-one studies were conducted on written feedback dominated by the studies on writing activities.

Analysis of Postgraduate Theses by Teacher and Peer Feedback

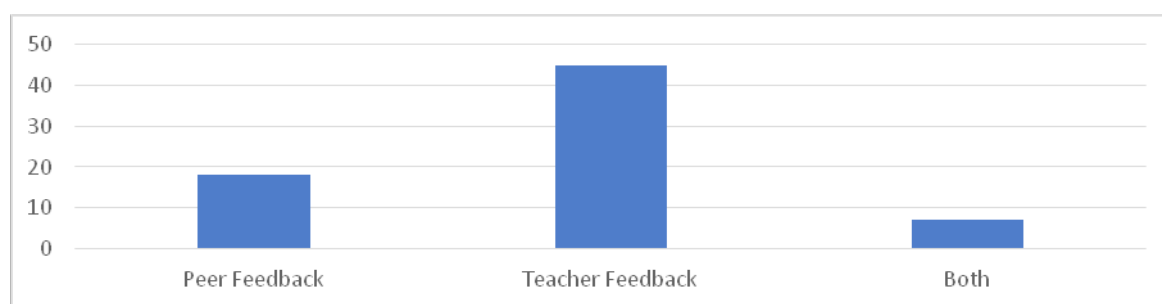


Figure 6. Distribution of Postgraduate Theses by Teacher and Peer Feedback

In traditional learning environments, feedback was provided to the student by the teacher. However, With the new approaches developed in education, approaches towards feedback have changed in recent years. Student-centered approaches have been accepted in education over years. These changes in education have been positive effects on language learning. There has been a recent shift in ELT of moving the emphasis of giving feedback away from the teacher toward peer review (Filer, 2017). Peer feedback has brought a different perspective to the classroom environment. Hwang, Lai & Wang (2015) stated that the education system has begun to emphasize learner-centered learning rather than teacher-centered instruction (Kazu, İ., & Kurtoğlu, C., 2022). Student responsibilities have increased. Students start to control their learning process and they become more autonomous. They train themselves with the help of teachers to improve their learning process. They become more critical thinkers and viewers in written and even oral works. Although there are several benefits of peer feedback, learners still need instructors who guide them on how to assess their learning and learning process.

In the respect of the data above, it is seen that the majority of the postgraduate studies were carried out on the topic of teacher feedback. 18 of the theses were based on peer feedback. Furthermore, both peer feedback and teacher feedback were processed in 8 of the studies. These studies have generally been on the studies examining the perceptions of teachers and students. Compared to teacher feedback studies, peer feedback ones are few.

Analysis of Postgraduate Theses by Implicit and Explicit Feedback

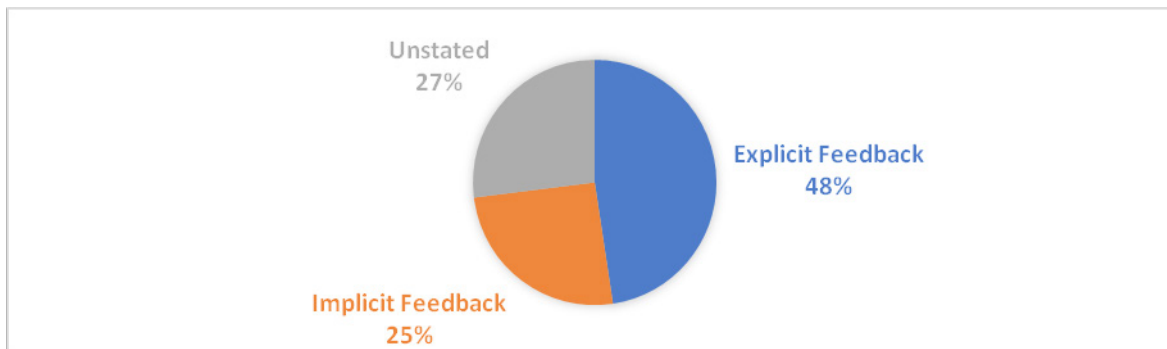


Figure 7. Distribution of Postgraduate Theses by Implicit and Explicit Feedback

How students receive feedback plays an important role in correcting their mistakes. Considering the mistakes of the students, whether the feedback is given explicitly or implicitly has an important place in language learning. Providing positive feedback by the teacher depends on the use of explicit and implicit feedback. Correct use of feedback to improve students' mistakes can be motivating as well as demotivating for incorrect use. In the case of learning, the term implicit refers to "acquisition of knowledge about the underlying structure of a complex stimulus environment by a process that takes place naturally, simply and without conscious operations," whereas explicit learning is "a more conscious operation where the individual makes and tests hypotheses in search for a structure" (Ellis, 1996). Teachers could highlight students' errors in written works by using error codes or giving direct corrections of the errors. While they could give students implicit feedback by using error codes or indicators, they could decide to give students explicit feedback by writing their mistakes on their papers directly. In teaching speaking, explicit feedback can be given with the techniques such as metalinguistic explanation and elicitation while implicit corrective feedback such as recast or clarification requests is given to students. According to Figure 7 above, explicit feedback is preferable to implicit feedback in most of the theses. In the studies based on teaching writing, students prefer explicit feedback from their teachers not to confuse about how to locate errors themselves and they describe implicit feedback as an ambiguous technique.

4. Conclusion

Feedback is information that a learner receives about their language learning and most commonly refers to information about their language production (speaking and writing), although it can also concern reading and listening, study skills, attitudes, effort, and so on (Kerr, 2020). Feedback can be an evaluation of students' works or the information given during learning. It is like a bridge that affects the system of the learning cycle. Therefore, it has a crucial role in language learning. If feedback is to be seen as such a major part of successful language learning, then it also seems acceptable to argue that the approach taken to giving feedback is equally important (Filler, 2017). It has huge importance for both teachers and students in terms of language learning. There are many benefits for teachers, students, and vice versa. By taking feedback, students could be firstly motivated toward language learning and they could improve language skills. Lastly, they could be autonomous and reflective of their works. Cathcart and Olsen (1976) found that the ESL learners they investigated liked to be corrected by their teachers and wanted more correction than they are usually provided with (Ellis, 1994). As for teachers, they lead their students to involve in their learning process actively. They help students control their learning process by giving feedback during the class or at the end of their work or assessment. In recent years, the subject of feedback has been increasing its importance in the field of English Language Teaching. Consequently, this study aimed to examine the postgraduate theses focusing on feedback in the field of English Language Teaching, by taking into account criteria such as the year of publication, university, institute, department, method/model and design, sample type, sample size, data analysis technique, the use of oral and written feedback, the use of peer and teacher feedback, and the use of implicit and explicit feedback.

It is seen that of the 63 postgraduate studies with a focus on feedback in the field of English Language Teaching, the number of MA studies (51) was higher than the number of Ph.D. studies (12) when the postgraduate studies are examined. Considering the results, the first university with the highest number of studies was Gazi University in Turkey.

Considering the foundation year and the current studies carried out in the university, it is expected to produce a large number of theses. Except for Gazi University, the other three universities with the highest number of studies were Çağ, METU, and Gaziantep University. When the distribution of the studies was examined by year, it was found that the majority (12) was published in 2021, followed by those in 2019 (10) and finally (9) in 2014. Correspondingly, all of the theses were written in English. In terms of the institutes and departments where postgraduate theses were published, it was determined that all of the theses belong to educational sciences and the department of English Language Teaching. It can be shown that feedback has increasing importance in educational sciences as well as ELT.

After the postgraduate studies on feedback conducted in the field of ELT were examined according to their methods, it was found that 76% were prepared by mixed, 16% by qualitative, and 8% by quantitative methods. Mixed methods studies are a combination of the use of quantitative and qualitative approaches. The use of mixed methods provides the elimination of problems of quantitative and qualitative research methods, which gives the studies a holistic perspective. When the theses were examined according to the sample size in the study, it was seen that the majority of theses were studied with a sample size of 31-100. According to the sample group in the theses, preparatory-class students, ELT students, instructors, and writing class teachers were mostly studied, respectively. Most of the studies were conducted at the university. Considering that the feedback is given to the students, it can be said that it is usual for the sample group to be chosen mostly by the students in order to determine and mediate how useful the feedback is.

Another finding obtained by the current study is that the majority of the theses have been done on written feedback since the studies have been presented on how to improve students' writing skills and collecting teachers' and students' perceptions. Because the studies have been on students' writings, the theses are generally about written feedback rather than oral feedback. Studies on speaking skill focus more on oral feedback. Although writing and speaking skills are popular in terms of feedback, there is no study based on improving listening and reading skills in the field of English Language Teaching. When different language skills are considered, feedback strategies can differ from writing to speaking. To give students feedback, error codes or indicators can be used in students' writing texts while teachers use strategies such as recast or metalinguistic explanations based on the sentences made by the students in the speaking lessons. Considering the abundance of written feedback studies in the writing course, more studies can be done in the field of oral feedback.

Teacher feedback used in traditional education approaches has been replaced by peer feedback with the start of different approach studies in education. Although teacher feedback is still of great importance, peer feedback has gained in popularity as student-centered approaches have increased in preference. It is defined that good feedback is possible with a combination of both teacher and peer feedback. Since the role given to the student increases with new approaches, peer feedback is of great importance for the student to take part in education. There are several benefits of using peer feedback in a learning environment. It can facilitate a move away from a teacher-centered classroom, and promote independent learning (and the skill of self-correction) as well as critical thinking (Hyland & Hyland, 2019). It encourages students to learn cooperatively. When the theses were examined according to teacher vs. peer feedback in the study, it was determined that in 45 theses of the study, teacher feedback was used whereas peer feedback was used in 18 of them. Peer feedback studies have been conducted fewer than expected. Accordingly, peer feedback can be given more place in the MA and Ph.D. studies.

There are two types of feedback taking the form of any learner utterances that contain an error: Implicit and Explicit feedback. In the case of knowledge, the term *implicit* refers to knowledge that learners are only intuitively aware of and that is easily accessible through automatic processing, whereas *explicit knowledge* consists of knowledge that learners are consciously aware of and that is typically only available through controlled processing (Ellis, R., Loewen, S., & Erlam, R., 2006). When treating learner errors in foreign/ second language classrooms, it might be provided in various forms such as oral/ written, and explicit (direct)/ implicit (indirect) (Babanoğlu, M.P., Ağçam R. & Badem, N., 2018). With the help of using the codes and indicators in writing activities or using the techniques of recast or clarification requests in speaking activities, implicit feedback is given to the student in order to correct his/her errors. On the other hand, directly writing their mistakes on their papers in writing classes and using other techniques of explicit oral feedback such as metalinguistic explanation, and elicitation is implications of giving students explicit feedback. When analyzed in the study according to the use of explicit and implicit feedback, it was determined that 48% of the studies focused on explicit feedback, 25% on implicit feedback, and 27% on that which is not stated which one is used in the research. Most of the studies analyzed were dominated by essay writings. In these studies, explicit feedback was generally studied. Since implicit feedback provides students with a self-regulation learning process, this issue should be given more place in language learning studies.

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COVID 19 - Accelerating the Future of Higher Education Leadership

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It is impossible not to emphasize the impact of the pandemic on higher education leadership which is a major concern around the world. Higher education leadership comprises the categories at the institutional, faculty, and student levels. Consequently, the realities have required institutional leaders and academicians to apply the immediate transformational change and carry out the necessary measures of management, innovations, and adaptation at all levels. The paper focuses on the steps necessary to adapt to higher education leadership to plan an innovative future sustaining the loyalty of both current and potential students by offering high-quality educational opportunities.

Keywords: pandemic, higher education leadership, remote environment, technologies in education, adaptation, innovation.

Introduction

Universities worldwide have been confronting extraordinary changes in educational leadership as a response to the COVID-19 pandemic. Institutional leaders face the need to focus on transformational change in order to sustain and advance a more equitable, successful future for all students. They have become the mediators between the guidance from above and the institutions they lead to challenge daily circumstances, developing and guiding the long-term future.

Though the realities have required the immediate and unpredictable changes in educational leadership the pandemic naturally created a ``before`` and ``after`` and gave educational leaders an opportunity to reinvent the ``after`` to become more adaptive and increase leadership capacity.

Education within a three-phase framework during the pandemic.

The COVID- 19 pandemic has taken place for more than 2 years and brought a very significant impact on higher education worldwide including the closure of educational institutions, changes in management, budgeting, and organizational culture (Khan et al.,2021). Educational activities also adapted to health protocols like maintaining distance, reducing research activities, face-to-face interactions, and public events. The learning environment and campus management were directed to the online assignment (Batez,2021; Cameron-Standerford et al., 2020).

Higher education together with educational leaders has changed within a three-phase process (Smith et al.,n.d.).

A triage period – is a phase in which leaders reacted promptly to a rapidly changing environment to maintain the safety of students, faculty, and staff and ensure the continuation of education.

This phase is characterized by emergency response, crisis communication, safety-focused planning, maintenance of existing services, and virtual work/learning transition (Smith et al., n.d.).

In a **stabilization, period** leaders had to assess the financial and cultural realities of the pandemic and prepare resources for coming terms. Within this phase educational leaders were forced to emphasize financial stability, academic quality, student support services, and enterprise risk reduction (Smith et al., n.d.).

A **transformation period** forced leaders to consider how the environment has reviled the necessity of adaptation and innovation in educational leadership to implement their vision for mission-driven institutional change. In addition, leaders had to encourage transformative changes to meet students' most critical needs and ensure permanent professional development of faculty members for re-building new relationship models with the education process. This phase is characterized by a refreshing vision/strategic plan, providing agile educational and service delivery models together with updated organization design (Smith et al., n.d.).

The COVID -19 pandemic has a systematic impact on HE leadership in terms of teaching and learning, decision-making, research and innovations, and delivering visions to the academic community (Samoilovich, 2020).

Any changes often comprise the challenges, but COVID-19 appeared to be a catalyst for necessary innovation in HE leadership.

Managing uncertainty with Complexity Leadership Theory (CLT).

As universities face challenging times it is necessary to adapt HE leadership at institutional, faculty, and student level. Leadership at the institutional level needs to strengthen itself so that it increases its capacity. At the faculty level, there is a need to minimize the gap and limitations among stakeholders by developing a supportive system. Leadership at the student level should take responsibility for a clear vision of the new role of technologies in education to foster student learning outcomes (Nugroho et al., 2021).

Complexity Leadership Theory (CLT) is considered to be a relatively new theory that acknowledges the essential complexity of modern organizations to operate adaptively in internal and external networks known as complex adaptive systems (CAS) (Gordon & Cleland, 2021).

CLT is developed from three leadership functions and According to Uhl-Bien and Arena (2017, p. 14), "A single individual could potentially engage in any or none [of the functions]... the most agile leaders would have proficiency in all three".

Considering HEIs as systems, CLT is a valuable framework to understand and manage the dramatic changes brought to the complex nature of HEIs by a systemic shock. Moreover, it generates creative and adaptive knowledge and is relevant to the need for flexible leadership (Howden et al., 2021).

Table 1: The three functions of Complexity Leadership Theory (Uhl-Bien & Arena, 2017)

Leadership Type	Leadership Function
Operational	The operational leader should facilitate rather than block innovative actions by balancing formal structures. A central function of operational leadership is to convert new ideas into standard processes through organizational policies and allocate appropriate resources to implement the innovation.
Entrepreneurial	This type of leadership generates ideas and actions within cohesive teams alongside collaborating with diverse connections and networks as entrepreneurial leaders recognize that creativity and innovation are typically collective accomplishments.
Enabling	Leadership takes place between operational and entrepreneur leadership through supporting and intensifying the adaptive space, propagating ideas and collective knowledge across diverse networks to ensure organizational success

The transition of people, teaching/learning, assessment, communication, and decision-making to the remote environment requires short-term operational actions together with innovative and entrepreneurial solutions which are revealed in leadership by combining skills across the entrepreneurial/innovative to operational/task-based spectrum as a response to diverse situations and change (Howden et al., 2021).

Conclusion

Implementing educational change in times of system shock needs supportive leadership practices.

- Academic leaders should be aware that it is crucial to develop networks and support others in creative conversations and activities.
- Moreover, leaders should understand that the tension caused by fast-paced change can lead to the consideration of new ideas and practices within a climate of mutual trust for a successful leadership process.
- Academic leaders can benefit from identifying how views change over time and support openness in day-to-day leadership practices to foster the strategic development of learning and teaching, mainly in the digital space.
- To ensure a successful future for HEIs it is crucial to support the development of leaders who will be able to integrate operational, entrepreneurial, and enabling leadership skills as a response to change.

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Phonetic Prosody and Emotional Expressiveness in Jazz Poetry

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Abstract. 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 syncopate 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.

Key words: *jazz poetry, Harlem Renaissance, phonetic prosody, emotional expressiveness, phonological syncopate*

Introduction

The Harlem Renaissance was the development of the Harlem neighborhood in New York City as a Black cultural mecca in the early 20th Century and the subsequent social and artistic explosion that resulted. Lasting roughly from the 1910s through the mid-1930s, the period is considered a golden age in African American culture, manifesting in literature, music, stage performance and art (Harlem renaissance, n.d.).

This is the period of jazz poetry flourish. The genre is considered as poetry informed by jazz music – i.e. poetry in which the poet responds to and writes about jazz. Jazz poetry, like the music itself, encompasses a variety of forms, rhythms and sounds. Beginning with the birth of blues and jazz at the start of the twentieth century, jazz poetry can be seen as a thread that runs through the Harlem renaissance, the beat movement and the Black Arts Movement – and it is still vibrant today. From early blues to free jazz to experimental music, jazz poets use their appreciation for the music as poetic inspiration (A brief Guide to Jazz Poetry, n.d.).

There are a large number of poets who dedicated much to the development of Jazz poetry including Amiri Baraka, Gwendolyn Brooks, Langston Hughes, Cortez, Sonia Sanchez, etc.

Body

Jazz poetry can be poetry that is strictly about jazz, or it can take its structure from the rhythms of the music. As it is already mentioned Jazz poetry finds its roots in Black communities. As Huang writes, “jazz poetry alludes to the lived black experience in America, as does jazz.” The relationship between poetry and jazz

has led to some fascinating collaborations. As poet and literature scholar Barry Wallenstein describes it, jazz poetry happens “when the two arts physically combine, when poets, collaborating with music in performance on stage or on record, merge language and music into a highly personalized synergism.” While jazz poetry can take many forms, its heart may be in its approach, in how the poet hears the music and translates it to the page. Or in how the musicians note the verses, then turn them into sound. As Langston Hughes once said, “I tried to write poems like the songs they sang on Seventh Street...[songs that] had the pulse beat of the people who keep on going.” (What is Jazz Poetry?, 2021).

The purpose of the given research is the observation and 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.

One of the distinguished Jazz poet is Gwendolyn Brooks whose works are emotionally impressive and linguistically rich in every aspect. One of her most popular poems is “We Real Cool” which attracts readers attention by its rhythmical constriction and literary coloring.

We Real Cool

Launch Audio in a New Window

BY GWENDOLYN BROOKS

The Pool Players.
Seven at the Golden Shovel.

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

Sing sin. We
Thin gin. We

Jazz June. We
Die soon.

The poem might be considered as a chant of young Afro-American generation struggling for their rights and freedom “**We strike straight**”. The use of colloquial language is one more confirmation that the poem is dedicate to young generation. The following examples “**We real cool... We Thin gin.... We Jazz June**” linguistically intensify emotional expressiveness of malcontent juvenile lifestyle. There are far more other cases from the poem which rise emotions stylistically. The very first line of the poem starts with an incomplete sentence: “**We real cool**” which is an attempt of setting the rhythmical chain within the text. Parallel construction i.e. the repetition of pronoun “**we**” is also a justification of rhythm in jazz poetry design. And the last line “**We die soon**” is a symbolic end of malcontent youngsters.

“We Real Cool” is quite rich in sounds. There are many examples of alliteration, consonance and assonance. For example:

Alliteration: sound [l] in the words “Lurk” - “late”; sound [s] in “strike” - “straight” and “sing” – “sin”;
Consonance: sound [l] in the words “real” and “cool”; [n] in “sin”, “thin” and “gin”; sound [k] in “lurk” and “strike”; sound [t] in “late” and “straight”;
Assonance: [u] sound in “cool” and “school”; [eɪ] in “late” and “straight”; [ɪ] in “sing” – “sin” and “thin” – “gin”; [u:] in “June” and “soon”.
As we see each line of the poem has the same number of syllables. All the lines are enjambed except the last one. The poem is written in couplets. The rhymes are internal as they fall inside the line and not at the end. All of these patterns in the poem create a syncopated, jazzy rhythm.

The same topic of the life end is depicted in the short poem “Suicide’s Note” by Langston Hughes. The poem is completely metaphoric describing the suicide scene in a laconic but figurative language (Garibashvili & Kochauri, 2022).

Suicide’s Note

The calm,
Cool face of the river
Asked me for a kiss.

This is a very short poem comprising seven notional words only, but with an assist of figurate language create emotionally engaging content in readers. The river is embodied by the epithets “*cool*” and “*calm*”, which is a source of suicide seduction. The suicide process is metaphorically identified with an embrace “.... *river asked me for a kiss*”.

As for its structure, “Suicide’s Note” is a short, one stanza poem of three lines. The numbers of syllables are different in each line.

The calm, (2)
Cool face of the river (6)
Asked me for a kiss. (5)

It is a free verse without any specific rhyme scheme (ABC).

Langston Hughes uses several literary devices that give a poem rhythmic feeling. For example:

Alliteration: the sound [k] is repeated at the beginning of the words: “calm” and “cool”. [f] is repeated in the words “face” and “for”.

Consonance: the sound [s] is used in the following words: “face”, “asked” and “kiss”.

Death theme is prolonged in an extraordinary way in a free verse “Incident” by Amiri Baraka which can be fragmented stanza by stanza to convey the cruelty of a violent crime. Short and blunt phrases are used by the poet to expose the harsh gradation death scene. E.g.

**He came back and shot. He shot him. When he came
back, he shot, and he fell, stumbling, past the
shadow wood, down, shot, dying, dead, to full halt.**

The stanza is full of parallel construction examples which are shown in the repetition of short phrases “*He came....*” “*He shot*”. The second part of the stanza exposes the gradation death scenario “*When he came back, he shot, and he fell, stumbling, past the shadow wood, down, shot, dying, dead, to full halt.*”

At the beginning of the poem the use of verbs is very noticeable. The last line of the first stanza has no conjunctions between the words what makes it asyndeton. Another feature is using word repetition for emphasis:

**“He came back and shot. He shot him. When he came
back, he shot, and he fell ... “**

The second stanza describes the brutal murder scenario with allegedly primitive and neutral but emotionally harsh sentences in content: ***“He died then, there after the fall, the speeding bullet, tore his face and blood sprayed fine over the killer and the grey light.”***

The third stanza of the poem comprises the impressive examples of stylistic means, among which personification ***“And his spirit sucks up the light”*** and simile ***“But he died in darkness darker than his soul”*** are most vivid. The touching phrase intensifying readers’ sentiments are figuratively expressed in the following phrase: ***“... aside from the caked sourness of the dead man’s expression...”*** ending with the emotional epithet example like ***“... the cool surprise in the fixture of his hands and fingers...”***

“Incident” is a good example of free verse which does not have any regular pattern to accented and unaccented syllables. As we can see, most of the lines in this poem do not have the same number of syllables. Except the second stanza in which every line contains 12 syllables. The rhythm of the poem is fast and non-stopping which makes a listener/reader feel as if they are viewers of the scene.

He came back and shot. He shot him. When he came (11)
back, he shot, and he fell, stumbling, past the (10)
shadow wood, down, shot, dying, dead, to full halt. (10)

At the bottom, bleeding, shot dead. He died then, there (12)
after the fall, the speeding bullet, tore his face (12)
and blood sprayed fine over the killer and the grey light. (12)

Pictures of the dead man, are everywhere. And his spirit (14)
sucks up the light. But he died in darkness darker than (13)
his soul and everything tumbled blindly with him dying (12)
down the stairs. (3)

Dramatic life of Afro-Americans is expressed with extremely rough language by Sonia Sanchez – a poet of indisputable genius. Her extraordinary style of writing where the correct grammatical and spelling criteria are ruled out immediately attracts readers’ attention. One of the utmost interesting pieces of her literary works is the poem “Malcolm”. One can hardly find any case in the poet’s literary works where a new sentence, line or stanzas of her poems are introduced with capital letters. The use of small letters can be considered as the idiom of Sonia Sanchez. This occasion is hardly to be explained. Based on our subjective judgment, as far as almost all the works cover the principal problem of white and black race relations where black man is always depressed, humiliated and suppressed, the way of using small letters might be an explanation of the political and social standpoint of the past epoch.

Simply every poem is written in this extraordinary style. The very first sentence of the poem “Malcolm” starts in an unusual way –a small letter: “*do not speak to me of martyrdom of men who die to be remembered on some parish day.*” Furthermore she never uses capital letter for demonstrating first form personal pronoun ”I”. From our point of view, as far as the whole poem exposes the tragic life of an Afro-American man who led his entire life in struggle with white man (“*life is obscene with crowds of white on black*”), the use of personal pronoun “i” with a small letter is the clarification of the white men superiority on the Negro race in the past few centuries.

High literary impression is felt simply in every line of the poem. The author uses epithets very emotional in sense for characterizing the main character: “*yet this man this dreamer, thick-lipped with words...*” The author manages to shape the emotional expressiveness by using various stylistic means such as comparison “*i don’t believe in dying though i too shall die and violets like castanets will echo me*” and metaphor which serves as an example of simile at the same time: “*life is obscene with crowds of white on black.*” There are far more other cases of simile improvising brutal violence of white people of this race: “*he was the sun that tagged the western sky and melted tiger-scholars while they searched for stripes.*” The author is definitely too courageous in exposing the real situation in a harsh manner by using vulgarisms in the poem: “he said, “*fuck you white man. we have been curled too long.*”

Conclusion

Poets of the Harlem Renaissance left a special trace in the literature. The jazzlike rhythm represented by various phonological and literary devices gives the poetry the coloring of high emotional expressiveness.

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Implementation of SOLO Taxonomy in Complex Assignment

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ABSTRACT

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.

Keywords: SOLO taxonomy, observation, assessment.

Introduction

Assessment, indivisible part of education, has always been on of the main factors that causes ambiguity and sometime is a subject of hot debates. Assessment is an only tool used to measure learning progress. However, its objectivity and completeness are often argued among educators. There are different kind of assessment tools, some of them are very old and are based on clear criteria, such as tests with close-ended questions; while the others have descriptive nature and are some rubrics that define the scope of a certain mark in detail.

Educators often question accuracy of assessment and they usually claim that sometimes learners become too depended on marks and grades. Giving mark for certain work that is just some set of exercises or memorization of a text is not enough for qualitative education. Education does not imply on memorization of some facts, but its aim is to enable young generations to study, exercise and utilize different knowledge. Giving marks for some small tasks would not be appropriate assessment for current educational goals, due to that new assessment tools appeared that give explanations to learners, suggest ideas to make learning process more comprehensive for them and also notifies their strengths and weaknesses.

Methods and procedures

In terms of research methodology, the article represents observation of implementation of Solo taxonomy in practice of Georgian teachers and the interviews conducted by the authors. We had opportunity to have close connection with the current reform of secondary education and we met approximately 50 schools in Tbilisi and in Kakheti. The reform is in process of evolution and teachers' involvement in that process is very important. Their ideas, proposals and offers sometimes alters the implementation process. The same happened in case of Solo taxonomy, we have witnessed introduction of the tool to teachers, we have worked together on the initial use of Solo taxonomy, we have encountered first problems and tried to find the solutions together with the teachers. After a while, we have asked them a sole question: what are positive and negative side of assessing complex assignment with the help of Solo taxonomy from teachers' perspective? Teachers provided their answers orally and in written form. The results will be analyzed and conclusion will be made based on their ideas and suggestions.

Importance of formative Assessment

The goal of reform in general educational system is the maintenance of teaching and learning quality. Teachers and students are the main subjects of teaching/learning process. That's why the effectiveness of educational process depends on relationship and collaboration between them. There are no subjects where the learning does not depend on interrelation of both parts of educational process. Teaching is not a method but what we do with the method. Teachers are not only conductors of the teaching process but facilitators who carry the process together with students. The reason why every year of school is so critical is that kids learn the bases of their educational life. Based on this consumption, evaluation/assessment in every stage and/or assignment is crucial for every student and teacher. Assessment might be formative or summative.

It should be noted that throughout the research of language acquisition process, scientist tested various approaches of teaching and, especially, assessing language acquisition process. One of the latest researches (Stăncescu & Drăghicescu, 2017) proves that students prefer modern assessment strategies – that is formative assessment and alternative assessment methods that imply: *“projects, performance assignments, concept maps, self-assessment, peer-assessment, observation, portfolio, drama, diagnostic tree, journals, posters, instructors and student interviews”* (Tosuncuoglu, 2018). According

to Tosuncuoglu, the preference can be explained by two major factors. The first one is evolution of teaching process of foreign languages. It is mainly focused on learners, communication, integrated skills and performance of different procedures. The other factor is *“that exams, testing and evaluation systems can evoke negative memories for learners such as being anxious, fearing failure, and worrying about what others may think of their abilities. These negative perceptions may affect performance to great extent.”* (Tosuncuoglu, 2018). The factors described above makes scholars think more about the current educational challenges and offer teachers more acceptable tools of assessment that will ease understanding of learning process for students and show them their achievement and imperfection. Moreover, the tool which implies indication of route to attain better learning outcomes will stimulate students to be more motivated in language acquisition process.

Now, we are going to talk about one of the formative assessment tools of evaluating students' level of knowledge by the end of particular task. Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or a course. We are going to discuss the effects of – SOLO taxonomy strategy after dealing with complex assignments. First of all, Formative assessment processes capture levels of knowledge and skill along the learning journey so teachers and students can make small, immediate, impactful decisions to support well-being, learning-goal achievement, and self-efficacy. Using formative assessment evidence is appropriate for making decisions during the practice phases of learning; formative assessment scores are not appropriate for calculating grades or for making placement decisions. Secondly, it supports students to become self-directed learners. Formative assessment includes students as active agents in the learning journey, which fuels learning and agency in learning environments and beyond. Engaging students in goal setting is a great way to do this. Positive effect of formative assessment is also proven by various studies and they also provide benefits in detail way. Among the is Liqiu Wei's study who claims that major benefit of formative assessment for students are as follows: formative assessment helps students to understand the role of self-evaluation of their learning process, to see their strength and weaknesses, *“strengthen and sustain students” motivation and effort and help build up low-achieving learners” self esteem”* (Wei, 2010, p. 839). It also helps them to learn different learning strategies, such as: *“setting goals and plans, self-reflection, cooperative learning, internet chatting in English, ...fosters students independent learning, ...makes students pay more attention to the learning process and the cultivation and development of their comprehensive practical skills”* (Wei, 2010, p. 839)

Based on the findings above, we can say that teachers teach and facilitate, students learn and grow. As we see Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about students' understanding at a point when timely adjustments can be made. These adjustments help to ensure students achievement, targeted standards-based learning goals within a set time frame. And SOLO Taxonomy gives us, as teachers, an opportunity to find out on which level of knowledge the student is in this assignment.

Concept of complex assignment

Complex assignments are small creative products created by students based on the material covered during a certain number of lessons and focuses on one topic. Process of creation of complex assignment implies announcement of the assignment characteristics and the series of the lessons that will help students to construct their knowledge and practice skills necessary for accomplishing the task. The lessons have different aims and within one topic students have to exercise and develop their reading, listening, speaking and writing skills. They should study and use target vocabulary, grammar and functional language in different exercises before the complex task is created. The end of the process is a presentation of a product created by students, created orally or in written form, and self/peer evaluation of learning process.

The working process on complex assignment boosts students' motivation towards studying, that is especially achievable if the final outcome / product is negotiated at the initial lesson and students and teacher agree on the product that will be more acceptable and interesting for the students. The process involves advancement of students' collaboration, team-work, communication, sense of responsibility, critical thinking and their spirit and dedication to the task and to self/peer observation of learning process.

Teachers in this process are mainly facilitators, helpers to students. They give directions to them and show different opportunities and give various information, examples and provide different activities to enrich students' knowledge related to the topic and help them to see different the issue from different angles. They are also observers, coaches, advisers and assessors to the students and their learning process, they help students to discover different learning ways and choose the most comfortable way appropriate to individual needs.

The final stage of the task implies assessment of a product but use of formal assessment is recommended. That implies description of students' achievements and an individual advice where individual necessities are discussed and solutions are offered. SOLO Taxonomy is used as a tool for required assessment so the description of a student's accomplishments and advice adjusted to his/her needs, is written according to its levels.

What is SOLO Taxonomy?

SOLO stands for the Structure of Observed Learning Outcomes. It was developed by Biggs and Collis (Biggs & Collis, 1982). Biggs describes SOLO as "*a framework for understanding*". SOLO identifies five stages of understanding. Each stage embraces the previous level but adds something more. The following information identifies and describes the five levels or stages and provides examples of each.

SOLO Taxonomy strategies are:

- Pre structural –A student knows nothing about a topic/ can do the skill if someone helps them.

The student acquires bits of unconnected information that have no organization and make no sense. This is not a stage that we want to foster through questioning so we will not pursue it further.

- Uni structural –A student knows one relevant idea/ can do the skill if directed.

The student makes simple and obvious connections between pieces of information

- Multi structural –A student knows a lot of relevant ideas but can't make links between the ideas/ aware of the skills they need but sometimes make mistakes.

A number of connections are made, but not the meta-connections between them.

- Relational – A student is making links between ideas and is able to explain their relevance / is strategic – knows why and when to use the skill and can identify mistakes made.

The student sees the significance of how the various pieces of information relate to one another

- Extended abstract – A student can evaluate information, draw conclusions, make predictions, or use the information to look for new ways to use their skills. They are a role model and can teach others the skill.

At this level student can make connections beyond the scope of the problem or question, to generalize or transfer learning into a new situation.

There are three domains of knowledge from which you can draw the objects of expectations in learning process:

1. **Cognitive** – Concepts, ideas, beliefs, and facts. If you can say, “I believe that s/he”, then you’re dealing with the cognitive domain. Cognitive knowledge is “knowing *that*” and “knowing *about*”, sometimes “knowing *why*”. It is also called “declarative” or “propositional” knowledge.

2. **Performative** – Skills and abilities. These are things that people can do, generally after practice over a period of time, and they’re not usually the sorts of things people can do naturally. Performative knowledge is “knowing *how*”. It is also called “functional” knowledge. At the post-secondary level, most performative knowledge presupposes and operationalizes a base of cognitive knowledge.

3. **Affective** – Values, attitudes and emotions. When we’re talking about how we feel about something, our disposition toward it, or about values and principles we use to guide our behavior, then we’re dealing with the affective domain. This kind of knowledge is closely connected to our emotions. Although public schools have been declaring a commitment to affective knowledge for the past few years, most still don’t include intentional teaching and assessment of the affective domain in their curriculums.

The three outcomes work together very well to engage students holistically with their object of study. Although we see the effectiveness of this assessment, some teachers still struggle with using of SOLO Taxonomy strategy as the tool of evaluation of students' knowledge level in particular task.

Background of the study

Nowadays public schools are divided into three levels: Primary (up to 6th grade), Basic (7-9 grades) and Secondary (10-12 grades). The reform of the teaching-learning of English follows the tendency in contemporary English language teaching pedagogies which have focused on developing students learning competence and promoting learning strategies and learners' autonomy in language classrooms. This change in the approach to language teaching from traditional teacher-center to more learner-center is: 'an offspring of communicative language learning' that requires learners to participate and negotiate.

SOLO taxonomy to Georgian teachers was introduced by the end of 2020. Teachers got information about SOLO taxonomy via the online trainings and meetings. Teachers were asked to write a short description of their students learning outcomes. Teachers' reaction towards the task varied. Some of them got very nervous, while others were quite contented. Cause of reactions needs deep analysis.

That's why we have decided to conduct interviews, during face-to-face meetings and online sessions, among the school English language teachers' in Tbilisi and Kakheti region.

Solo taxonomy implementation process

Initial introduction of SOLO taxonomy was a bit confusing for teachers. Novelties always cause confusion and fear. Teachers initial reaction was unfavorable as well. They worried much about their competence to give formative assessment and time it would take. According to Cisse, Ndinga and Sane *"unfavorable posture of teachers could be improved if they were better informed, trained and made aware of the formative assessment process and its impact on learning progress. This would also help to overcome most of the challenges presented. Regarding the time to be devoted to formative assessment, in principle, this should not be a difficulty if each teacher were aware that formative assessment is an integral part of learning in the competency-based approach."* (Cisse, Ndinga, & Sane, 2021, p. 235) We also tried to follow the above-mentioned path. We gave teachers detailed explanation of importance of formative assessment and the result it can bring in language acquisition process. The process implied observation and understanding of students' needs after accomplishing a complex task. The levels of SOLO taxonomy were quite comprehensible for teachers but a request of describing, assessing and commenting on the achievements of their students' performance appeared to be not very acceptable for them. They declared that the process was very time-consuming and it needed some other skills as well, such as: mastering digital skills and art of writing a comment in a proper way. To ease the implementation process of SOLO taxonomy in Teachers practice, they were given some examples of formative assessments. However, they still had questions and needed more practice. They asked for more confirmation and affirmation about their way of writing formative assessment, whether it was acceptable and met the requirements.

Giving assessment in accordance to Solo taxonomy is time-consuming, firstly because it implies description of students' performance and then identification of each student's needs. In addition to that, not every student hands in the task on time and they miss the chance to be evaluated. The basic helpful tips in this case are metacognitive questions which help teachers to see the whole picture of learning process and to drive students to the correct answer. That's why each complex assignment is equipped with several questions (question bank) and teacher should decide what/which one would support student to describe the steps s/he had passed to complete the task.

One more reason that caused teachers concern about the implementation of SOLO taxonomy in their practice is the need of thorough observation of learning process and its outcome as well. As you know, there are approximately 30 students in Georgian classes and learning observation process is quite hard as teachers are usually focused on giving knowledge to students. Large-sized classes are a challenge for observation and it is really hard to understand how each students receptive and productive skills are exercised and practiced at a lesson and independently. Asking some questions is helpful practice in this case but in terms of large classes answers are usually similar and give less real information about individual language acquisition processes.

Moreover, teachers had introduced some other obstacles from students' perspectives that prevented them from seeing their needs. It was mentioned that performing in front of the whole group was quite uncomfortable for shy and introvert students, and assessing them was quite confusing. Again, we have pointed out metacognitive questions as the tool of their involvement. The number of asked questions does not matter, as they should be selected carefully for motivating students to perform well in future.

Observation of learning outcomes, formulation of description based on the outcomes and adjustment of words to SOLO taxonomy levels in a proper way seemed to be quite difficult for teachers. Teachers viewed clear division of description of students' achievements among levels as troublesome. They acknowledge that they are foreign language teachers and some of them doubted their adequate command of national language. The form where the description of learning outcomes should be given implied writing of sufficient advice to students which will lead them to better understanding of their learning process. Giving advice and showing a path of cognition learning processes requires deep understanding of children's psychology and knowledge of a subject and learning process as well. Moreover, it involves proficiency in language learning strategies that will ease the way of language acquisition to a child. Teachers claimed that the novelty was demanding as thinking about the whole process and putting them in words required time.

One more problem is that teachers teach to large classes and fulfillment of such work for individual students seems very tiring, time-consuming and hard to do in a qualitative way. Along this observation of students learning outcomes is demanding in large classes. Needs of each student would be more understandable with the help of short interviews. However, conducting such interview needs time and skills and that is almost impossible to be done productively by one teacher.

Teachers ideas about importance of SOLO taxonomy

As part of our research, we have asked teachers one question: what are positive and negative sides of assessing complex assignment with the help of Solo taxonomy from teachers' perspective? Teachers answered the question orally and in written form. Their ideas are very productive in order to draw some conclusion about the professional needs and offer recommendations to ease the process of implementing Solo taxonomy in teachers' practice as integral and natural part of process. Below we can see some of their answers.

"Assessing assignment with SOLO Taxonomy helps to identify students' needs accurately, to analyze them, to work on ways on their learning strategies. It is good for teachers because it implies to offer activities tailored to specific needs. The difficulty is that the teacher has to determine the needs of all students individually which is associated with a great deal of time."

"We understand that assessing a complex task with a SOLO Taxonomy makes it possible for the teacher to better analyze the student's answers and understand what level he or she has reached and what progress a particular student has made in learning process."

The advantage of assessing a complex task with SOLO Taxonomy is that the teacher identifies the level of knowledge of his students, what she/he knows well and what is needed for the development of an individual student. The downside is that, they consider it time-consuming and especially very hard with large language classes.

Teachers also claim that students lack of motivation and willingness / interest to follow the offered recommendations and they make the same mistakes / errors. It should be mentioned that students need time and desire to understand the importance and value of formative assessment.

Recommendation and Conclusion

Based on this observation and questionnaire we have worked out some recommendations:

- Teachers need to understand themselves the purpose of formative assessment and characteristics of SOLO Taxonomy. That will ease them to facilitate / conduct the process better from student's perspectives. That will enable them to give thorough explanation to students about the necessities and benefits of formal assessment.
- Another stage is appropriate description of students' performance and giving personal recommendation to each of them. Professional advice needs appropriate formulation and some trainings on this subject would be useful for teachers. The trainings should cover some issues from children psychology, subject methodology, especially language learning strategies.
- For better practice it would be better if teachers have active co-teaching assistance in order to identify the students individual need more accurately and give more precise recommendation. Moreover, collaboration and peer discussion of teacher's experiences in one or different subject school departments with mentors and coaches' assistance would be a very productive way to figure out school needs and work out future goals.

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Educational System of Georgia and its Modern Approaches

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Abstract

Nowadays 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 analyses the key role of educational system in the development of the country and the need of globalization and internationalization of higher education. 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 internationalization 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.

Key words: educational system, modern approaches, open learning, globalization, internationalization

Introduction

It is a widely accepted fact that through education people acquire knowledge and develop different essential skills. Education enables people to contribute to society. Education gives people an opportunity of better and prosperous life. It has a vital role in developing knowledge, skills, attitudes and values that enable people benefit from an inclusive and sustainable future. Education equips people with the skills that will help them to have a successful career and to become active, responsible, and useful citizens. It is one of the vital factors for people's success. Through education people are able to improve and change their lives. Thus education should not be limited to academic knowledge. Effective education should include - emotional intelligence, creativity, imagination, etc. It is a well-known fact that education is related to the development of the country. According to N. Paichadze "The high level of education and science development of the population is crucial for the success of any country, especially for economic prosperity."

Education has undergone through transformation and changes around the world. The education system around the world is facing serious and crucial challenges. It will be important and timely if educational institutions start discussing topical issues such as education for a better future, which involves anticipating the long-term challenges in education and it will enable students to learn how to manage their own well-being. It is necessary to introduce an innovative educational policy aimed at developing new innovative educational programs, technologies, resources and experiments in universities. Innovative educational programs should be based on competencies such as creativity, initiative, ingenuity 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 and integration.

Literature review

“Education for Sustainable Development is the answer to education for global change. Which aims to help youth understand the importance of the idea of sustainable development (globally and locally), to develop future-oriented, systematic and critical thinking, and to take effective steps that will contribute to the sustainable development of their community.” (Bregvadze T., 2011) Education is often considered a real success behind any future success. It paves the way for the people to have a promising future and to receive ample opportunities along the way (Al-Shuaibi, 2014).

Globalization is a basic element to qualify and internationalize higher education. There is a close relationship between internationalization, globalization and qualification of higher education. The prerequisites of internationalization and qualification of higher education are not much different. The prerequisites of quality education are mission, vision, core values, smart objectives, admissions, libraries, laboratories, sports, disabilities, staff, and counseling (Khalid Pervaiz & Azad, 2007).

It is generally accepted that globalization and internationalization have taken a significant part in higher education nowadays. Knight defines internationalization the following way: “Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight 2003). De Wit et al. gives us a broader understanding of the nature and purpose of internationalization: “The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society” (de Wit et al., 2015, p. 29).

Yang (2002) defines internationalization as a process by which the teaching, research and service functions of a HE system become internationally and cross-culturally compatible. Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service elements of an institution (Jane Knight, 2005).

It is important to note that internationalization is the result of a rapid development of information and communication technologies. It helps students and staff to develop their inter-cultural skills in order to succeed in today’s diverse global society. For our country it’s a priority to prepare our future generations to deal with different global challenges.

As Anna Zhvania explains Georgia’s aspiration to become a successful and competitive member of developed countries’ family implies continuous effort to strengthen its education sector at all levels from pre-school to tertiary, bringing modern understanding, knowledge, standards, techniques and methodologies, investing in human capital, increase in funding of research and international cooperation. Such substantial investments and concentration of resources will result in increased academic performance and professionalism of graduates, ultimately making Georgia an attractive destination for foreign students and researchers. (Anna Zhvania, 2016).

Sokhumi State University considers global education and internationalization of higher education as a strategic priority and accordingly Sokhumi State University is facing diverse challenges in integrating and promoting global education and internationalization strategy. Its main goal is to be globally connected and engaged. Sokhumi State University strives to focus on more international partnerships, international dissemination of research and publications, mobility opportunities for students and scholars, and recruitment of visiting professors. Sokhumi State University is actively involved in student and staff mobility via Erasmus+ program. It does its best to support students and staff to pursue their higher education in different foreign countries. Thus many of our students and staff did benefit from international collaborations. Sokhumi State University shows its readiness to attract foreign students by developing its infrastructure, changing its curriculum and making it as an education hub. It is eager to establish, implement, and promote international partnership programs in order to boost competitiveness at the global level.

We do believe that for a successful development of the education 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, study experience abroad, developing digital literacy, developing personal qualities, a

learning environment that encourages and stimulates collaboration, teamwork, the formation of new ideas and creativity, and developing strategic thinking as well.

In view of all the above, we think that the changes in the field of education are gaining special urgency. It is also clear that it is important to develop and implement new visions and approaches to ensure the quality of education. From this point of view, open education, issues related to it and its components - in particular, open educational resources (open resources) and open license are noteworthy. Open Education is a systematic holistic approach to education modernization that includes digital technologies and more. Its main purpose is to provide access to high quality education and resources for each person, increase information access, diversify teaching and adapt to individual needs. Open Education is a modern form of knowledge creating and sharing. In the context of open education, the defining burden is given to “open”, which means flexible, easily accessible, impartial, restrictive, and ideally free. It is provided online / distance and using digital technologies and can be accessed at any time, regardless of physical or geographical location. The main condition is the availability of resources - uninterrupted Internet access, computer, smartphone and mobile devices. “One of the main values of OER is that they can be used worldwide independently of the system of education and national curricula frameworks” (Grodecka, Sliwowski, 2014).

Nowadays to run online/distance teaching won't be complicated as we do have some previous experience of implementing more technologies in our teaching due to COVID-19. It has accelerated the development of open education. “Urgent need for implementing distance learning has required multiple roles and workload from educators. They had to be innovators and create different sources of learning based on the available materials. Moreover, the use of new mediums of technology has become the core of educators' responsibilities. They were to master various skills especially computer skills. Educators had to make an outstanding contribution in the learning process while planning, teaching, and evaluating. They had to be more flexible to avoid any probable obstacles and they had to face the new changes caused by distance learning more wisely and efficiently.” [Khubua M, Aghaia M, 2021]

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.

Conclusion

As we advance globalization and internationalization have increased its importance and impact in the field of higher education. Taking this very fact into their consideration many universities around the world are trying to focus and pay more attention to globalization and internationalization in order to gain more international and intercultural experience. With this regard universities are quite aware of the fact that it would be beneficial to develop joint curriculum, to be engaged in collaborative research and to be oriented on competitive purposes. As for Sokhumi State University its current leading motivation is to enhance international experience and diversify its programs in order to be more interconnected to the world's education hub. Sokhumi State University always focuses on the importance and significance of the Bologna Process as it enables us to build close relations with the European Educational Institutions and Programs. It makes the process of globalization and internationalization more dynamic and effective as well.

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How to Teach Empathy at University

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Abstract

Globalization caused technological, socio-economic, political and cultural changes. Accordingly, it caused changes in education. The 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 having 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 skills 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 the importance of empathy in the 21st century.

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

1. Introduction

Globalization caused technological, socio-economic, political, and cultural changes. Accordingly, it caused changes in education. The global world requires new citizens with new skills. If a few years ago, education was focused on hard skills which are gained through education, training and certification, today it is impossible to work well with others, interact with colleagues successfully, achieve goals and have success without soft skills. So, both skills are equally essential and needed today.

The concept of empathy was first introduced by aestheticians in the mid-19th century. They used the German word "Einfühlung" to describe the emotional "knowing" of a work of art from within, by feeling an emotional resonance with the work of art. At the end of the 19th century, psychologist Theodore Lipps expanded this concept to mean "feeling one's way into the experience of another" by theorizing that *inner imitation* of the actions of others played a critical role in eliciting empathy. The philosopher Martin Buber added deeper texture to the concept of empathy by describing the empathic relationship as "I and Thou", versus unempathic disrespect, as "I and It". In this powerful description, humane respect and concern for the other is contrasted with objectification and dehumanization of another person, which is in evidence too often in today's societies (Riess, 2017).

2. Literature review

2.1. In her article "*The Science of Empathy*" Helen Riess notes that "empathy plays a critical interpersonal and societal role, enabling sharing of experiences, needs, and desires between individuals and providing an emotional bridge that promotes prosocial behavior." She highlights that the capacity of empathy "enables us to perceive the emotions of others, resonate with them emotionally and cognitively, to take in the perspective of others, and to distinguish between our own and others' emotions." She writes that "in the past, empathy was considered an inborn trait that could not be taught, but research has shown that this vital human competency is mutable and can be taught." Helen Riess explains that "our capacity to perceive and resonate with others' suffering allows us to feel and understand their pain. The personal distress experienced by observing others' pain often motivates us to respond with compassion. The survival of our species depends on mutual aid, and providing it reduces our own distress. Mutual aid exists in the earliest reports of tribal behavior and remains a powerful force in today's world, where thousands of organizations and millions of people work to relieve global suffering (Riess, 2017).

2.2. For Donna Wilson and Marcus Conyers empathy is “the ability to understand and share the feelings of another”. They distinguish two common approaches to empathy in psychology: **shared emotional response** and **perspective-taking**. They underline that shared *emotional response, or affective empathy* occurs when an individual shares another person’s emotions. But *perspective-taking*, also known as *cognitive empathy*, occurs when a person is able to imagine herself in the situation of another. The authors write about the strategies used in the world for developing both affective and cognitive empathy. They are: **Modeling; Teaching Point of View; Using Literature to Teach Different Perspectives; Listening actively to others; Being Metacognitive about one’s state of empathy** (Wilson and Conyers, 2017).

2.3. Chris Grabau notes that “Empathy” is considered a crucial component of the development of emotional intelligence and has been attributed to greater academic and career success. The author identifies five strategies for integrating empathy into the university service-learning experience. The universal teaching strategies may help inspire opportunities for empathy development within any discipline. Their strategies include **Strategy 1: Give students experiential opportunities for building empathy.**

Strategy 2: Incorporate empathy into students’ reflection.

Strategy 3: Teach the empathy toolbox.

Strategy 4: Assess and reimagine classroom culture and design.

Strategy 5: Add empathy to your learning objectives and graded coursework (Grabau, 2017).

2.4. In her blog Amanda Linette Meder defines empathy as the ability to put yourself in someone else’s shoes. She also notes that “high levels of empathy lead to better personal relationships and more successful social behavior. As a survival trait, empathy is essential for cultivating our relationships with others, fostering deeper social bonds, and identifying when those in our community have a need. When you’re able to identify with the needs, thoughts, or emotions of a community, you are better able to solve problems for them, which can lead to success in business.” The author speaks about three types of empathy: - **emotional, mental, or compassionate**. She defines each of them. *Emotional empathy* is where you feel someone’s feelings. *Mental empathy* means you know what someone may be thinking. *Compassionate empathy* means that you act on what you feel or perceive (Medar, 2018).

3.Methodology

Teaching students different soft skills is a guarantee for their successful careers. During the study period, it was revealed that the undergraduates didn’t know much about empathy which is quite a needed skill in today’s world. The survey was held online. The undergraduates had to fill the questionnaire and show how they acquired the taught empathy skills and where they could use them.

3.1.Methods

We used quantitative and qualitative research methods, open and a closed online questionnaire. The survey has clearly shown the need of Soft Skills, in this concrete case, empathy skills especially now, in the wake of the post-pandemic period and the war going on in Ukraine. This approach gave us more understanding about the importance of having empathy skills and being empathic.

3.2. Background information

Current events show that the world requires citizens with different abilities, skills and competencies for their success and well-being. People having different skills are able to deal with other people, can understand and appreciate the feelings and thoughts of others. However, there is little emphasis on such skills in higher education. The two year pandemic period showed us how important are Empathy skills for everyone. Many of our students didn't have an idea or had the wrong opinion on this concern. So, we decided to teach these skills to our students. It took us several weeks but the results showed us that it was worth working on them. We believe that if a person has a high level of empathy, he/she is able to cultivate better relationships with others, foster deeper social links and this way establish a warm and flexible atmosphere at the workplace. Furthermore, when a person is able to identify with the needs of his friends, colleagues, and other people around him, he is able to solve problems for them, which can lead him to success in every sphere of life: education, business, etc.

3.3 Participants

The target group was the English Philology students- Freshmen, Sophomores, Juniors, and Seniors. We asked them if they were aware of Empathy skills. Their answers showed us the necessity of teaching empathy skills to the students.

3.4. Procedure

First we decided to teach the students empathy skills and then give them a questionnaire to fill in and survey how they have learned them. We have made this decision as empathy is 'both a trait and a skill. As a skill it can be taught and learned as well. Empathy can be learned, and you can start by practicing how you behave in your relationships with others (Rogers, 2020).

It can be done in many ways. But we decided to give students some material to read, to listen to different people what they think about empathy skills, and later come to the conclusion by themselves. Below is given a sample of how we worked on empathy and the assignments students did during working on it. Teaching empathy skills contains several steps.

Step 1. Students have been presented with the concept of Soft skills and their inseparable role in learning and academic achievements and at work after graduating from the university.

Step 2. The teacher prepares the material and activities to develop empathy skills. The students keep all the materials and activities they have done in their portfolios. In the end, they present it and submit a general reflection of the work they have done, and receive feedback.

Step 3. The teacher assesses each student's work and provides them with feedback. The assessment is based on the student's reflection. There may be peer feedback (optional). Students gather in small groups, share and discuss their reflections, and provide support and insights to each other. Working on empathy skills took us 4 weeks.

Week 1 (Assignment 1)

Students are given the article to read – **What Is Empathy?** By Kendra Cherry (Cherry, 2020). Students read the text and answer the questions:

1. What did the article teach you about the skill?
2. In your view, which are the three most important things about the skill?

Week 2 (Assignment 2)

First, students watch the TED Lecture - How do you teach empathy? (<https://ed.ted.com/lessons/hYI7p8BU>) and then have a discussion what they have learnt about the issue. Then, students work in small groups of 3. To know more about this skill each group is asked to watch the TED lecture on Empathy and make a short presentation where they should speak about three things they have taken from the lecture. After group presentations students have a discussion answering the questions:

- What did you learn from the lecture that was not given in the article?
- What did you learn from your friend's presentations?
- Define empathy in the article and at the lecture.

The answers may be different. Students listen to each other and learn more about empathy.

Week 3 (Assignment 3)

Students are asked to prepare a story about his/her empathy skills on a personal level. (they should speak if they have empathy skills, if not, how they are going to gain them, would it help them in their everyday life and have success, would they do it themselves or with the other's help); Students write their stories. They speak and have a discussion.

Week 4

Week 4 is for assessing students' portfolios. The teacher assesses each student's work and provides them with feedback. The assessment is based on the student's reflection. There may be peer feedback (optional). Students gather in small groups, share and discuss their reflections, and provide support and insights to each other.

3.5. Data analysis and main results

On the question if they had any information about empathy at school the answers are different. A large number of students - 61% answered that they had not heard anything about the skill, 20% said they knew about empathy from their family and only 19% avoided answering the question. 60% of students thinks that empathy is very important, 25% considers that other skills are more needed and 15% believes that it is impossible to live without empathy.

The answers to the question- *Which are the areas of your life in which you can use empathy skills* are consequently different. Out of 100 students 75 listed almost all spheres of their life where they could use empathy skills, 25 of them named only the work place. 'I believe, I can use empathy skills almost in every sphere of my life. I am always ready to give a piece of advice to anyone and support him/her' says one of the students. 'I can use empathy skills all-time in my life because, I don't know when people come to me for advice, or when they are in difficult situations. I should be ready for everything. I should be communicative, in order to make new relationships, make new friends. It makes my life better and interesting.' writes another. 'I can use my empathy skills in different situations, like when someone is suffering and have a breakdown, I can help him with my emotional support. I cheer them up to do everything for themselves and for their loved ones', says the third one. 'I am a positive person and try to acquire different skills to be successful. I think I can use empathy skills first at home, with my friends, at work to have a good relationship with my colleagues. Then, everything will be OK', writes another.

The answers to the question: *Do you use the learnt empathy skills in practice? If not what stops you?* deserved our attention. 67 % of students answer that they already use empathy skills, 18 % don't use them because they feel shy, 15 % noted that they are going to use them in the future.

The answers to the question- *Did you feel support from others when you were unsuccessful?* were interesting. Many of them (55 students) answered that they had been supported by friends and teachers. Some of them (30 students) were supported by their family and only 15 students didn't feel any support.

'Failures are as important as winnings since they don't allow you to give up. I had so many failures and one of them was when I had to learn poems in 10th grade. I never liked the idea of learning poems by heart, because I think that it doesn't show knowledge, so I was always trying to learn main ideas in them, but once my teacher gave me a bad mark because, I didn't know the poem by heart. To my surprise, my classmates supported me and encouraged me. Their words gave me inspiration. The next day I learned it by heart', writes one of them. 'I was 16 years old, I failed the exam. It was a shock for me. But my teacher supported me and gave me the strength to go on working on myself. I understood that everything will be ok if you are not alone and there are so many kind people around you', writes another.

'I met lots of barriers in my life. I tried to encourage myself but without my friends and family's support, I couldn't overcome them', mentions the third one. So, we see that students' failures are connected mostly to school years.

Empathy skills are needed in family, at school, at university, at work. People need to communicate with their friends and with other people, to respond to challenges and manage their emotions and express empathy, they also need to be able to speak clearly and politely with people over the phone and in writing, make the right decisions, express their opinions and share their ideas. They will also likely need to be good listeners.

Conclusion and Recommendations

Soft skills are crucial in the 21st century. It is very difficult to be successful and promoted without them. They help human beings be ready for the challenges they may come across in their life. Be empathic means to have a great opportunity to be self confident, promoted and respected. In simple words, Empathy is the ability to see the world through the eyes of another person and understand their perspective on a situation. Empathy enables a person to use those insights to improve someone else's mood and support them through challenging situations. Empathy skills help to gain a deeper understanding of the problems and realities of the target audience. It also involves assessing the difficulties people face and uncovering their latent needs and desires. Empathy also helps to understand how this product/service impact lives, specifically within the contexts being investigated.

The survey showed that the method we have used in teaching students empathic skills worked well. Students were pleased, texts and TED lectures enriched their vocabulary and increased the awareness of empathy. We recommend to teach soft skills to students and prepare them to solve challenges they may come across in the future .

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Pandemic fear and red death in Jack London's "The Scarlet Plague"

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Abstract

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 one of the first examples of a post-apocalyptic fiction novel in modern literature. "The Scarlet plague" feels 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 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.

Key words: *Pandemics, plague, death, Red Death, victim, fear, disease, panic*

Jack London (1876–1916) was a US writer and journalist and author of classic novels including *The Call of the Wild* (1903) and *White Fang* (1906). He was also an active member of the Socialist Party of America, and his works often contained explicit critiques 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 one of the first examples of a post-apocalyptic fiction novel in modern literature (London, 2010). The book is highly relevant today, because it has similarity to the COVID-19 pandemic, especially taking into consideration that London wrote it at a time when the world was not so much connected by travel as it is today. Set in a ravaged and wild America, the story takes place in 2073, sixty years after the spread of the Red Death, an uncontrollable epidemic that depopulated and nearly destroyed the world in 2013.

The Scarlet Plague feels contemporary because it allows modern readers to reflect on the worldwide fear of pandemics, a fear that remains very much alive.

By exploring the motif of the plague, a consistent and well-spread topos (i.e., theme) in literature (Gulisano, 2006; Crawford, 1914; Cooke, 2009), London's novel is part of a long literary tradition, inviting the reader to reflect on the ancestral fear of humans toward infectious diseases. In the ancient world, plague and pestilence were rather frequent calamities, and ordinary people were likely to have witnessed or heard vivid and scary reports about their terrible ravages (Watts, 1997). When plague spread, no medicine could help, and no one could stop it from striking; the only way to escape was to avoid contact with infected persons and contaminated objects.

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, but that people are plagued by death (Steel, 1981).

In *The Scarlet Plague*, London investigated many traditional issues of the literary topos of plague, ranging from a reflection on morality and justice to the contagion and clinical features of the disease. In particular, the author focused his attention on behavioral responses to a pandemic, showing the emergence of fear, irrationality, and selfishness in a previously civilized and modern society. This novel differed greatly from earlier writings related to plague because it reflected deeply the contemporary scientific discoveries on pathogens fostered by scientists such as Louis Pasteur and Robert Koch. By the early 20th century, epidemics were no longer considered divine punishments or supernatural events; 19th century bacteriologists had demonstrated that they are caused by germs that infect humans, and epidemiologists

and public health experts had shed light on the mechanisms of disease transmission, including suggestions of general preventive measures to limit pandemics (Rosen, 1993). Despite these scientific developments, however, in London's time, the general public's fear of the invisible world of microorganisms was still high.

In the novel, at the beginning of the epidemic of Scarlet Death, the people appeared not to be alarmed because they "were sure that the bacteriologists would find a way to overcome this new germ, just as they had overcome other germs in the past" (London, 2010). Public trust in science was high in the 21st century society described by London. However, the people were soon frightened by "the astonishing quickness with which this germ destroyed human beings, and [by] the fact that it inevitably killed any human body it entered. ... From the moment of the first signs of it, a man would be dead in an hour. Some lasted for several hours. Many died within ten or fifteen minutes of the appearance of the first signs" (ibid.). Through details of the course of the illness, London made the plague more realistic and even more frightening:

"The heart began to beat faster and the heat of the body to increase. Then came the scarlet rash, spreading like wildfire over the face and body. Most persons never noticed the increase in heat and heart-beat, and the first they knew was when the scarlet rash came out. Usually, they had convulsions at the time of the appearance of the rash. But these convulsions did not last long and were not very severe. ... The heels became numb first, then the legs, and hips, and when the numbness reached as high as his heart he died." (ibid.)

London wrote of the rapid decomposition of corpses, which immediately released billions of germs, accelerating the spread of the disease and causing problems for the scientists who were not able to quickly find a specific treatment. By the time a serum against the plague was discovered, it was too late to stop the epidemic. Medicine and scientific progress were defeated by plague, as testified by the heroic death of bacteriologists who "were killed in their laboratories even as they studied the germ of the Scarlet Death". (ibid.)

The defeat of the science and medicine in which the people had placed trust generated fear in the population. London gave detailed insight into the human reactions to the spread of the disease. In particular, Granser tells his grandsons how the people started to run away from the cities in a blind panic:

"Thursday night the panicoutrush for the country began. Imagine, my grandsons, people, thicker than the salmon-run you have seen on the Sacramento river, pouring out of the cities by millions, madly over the country, in vain attempt to escape the ubiquitous death. You see, they carried the germs with them. Even the airships of the rich, fleeing for mountain and desert fastnesses, carried the germs." (ibid.)

Yet there was no escape. Germs were spreading, fast and uncontrolled. Nothing could stop it, and the world was in a state of sheer panic never experienced before. People started behave unreasonably: "we did not act in this way when ordinary diseases smote us. We were always calm over such things, and sent for the doctors and nurses who knew just what to do" (ibid.). The population reacted to the outbreak of the plague in 2 ways: most tried in vain to isolate themselves and fled to avoid the contagion, whereas a minority, mainly rioters, begun drinking, robbing, and sometimes even killing.

As the human race in London's world was dying, the earth was being devastated by fires and conflagrations: "The smoke of the burning filled the heavens, so that the midday was as a gloomy twilight, and, in the shifts of wind, sometimes the sun shone through dimly, a dull red orb. Truly, my grandsons, it was like the last days of the end of the world" (ibid.). The end of the world: this is how the pandemic was perceived. Not only did the people fear their own death but they also had the terrible feeling of being at the end of the world: the cities were being destroyed by fire; the people were fleeing away in hysteria. This immense panic grew even more, frightening and unprecedented because of the stop in communication with the rest of the world, a hopeless sign of death: "It was amazing, astounding, this loss of communication with the world. It was exactly as if the world had ceased, been blotted out" (ibid.).

The brutality of the plague London presents is greater than that presented in previous works. The apocalyptic scenario illustrates a common fear of epidemics. 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.

As London shows in his novel, pandemics can bring forth deeply rooted fears and modify human behavior greatly. The American novelist used the plague topos to criticize contemporary social structure: the destruction that follows the plague is both to be welcomed and despised. Indeed, the pandemic breaks the class barriers, but it also leads to the ruin of civilization. According to London's socialist values, only human brotherhood enables society to survive.

Finally, London's work inspires reflection on the role of media during pandemics. In London's novel, newspapers, wires, and phone calls were the only tools for obtaining information on epidemic spread: "The man who sent this news, the wireless operator, was alone with his instrument on the top of a lofty building. [...] He was a hero, that man who stayed by his post—an obscure newspaperman, most likely" (ibid.). Today, the main sources of information on pandemics are widely available and include the mass media, such as television, radio and the Internet. In London's novel, the role of media seems to be positive (the "newspaperman" was looked upon as a hero as well as bacteriologists), but in modern times, the media are generally accused of exaggerating the risks of an epidemic and contributing to public misunderstandings of public health research evidence. As in London's novel, the media may be a useful resource in controlling epidemic fear, enabling a bridge to be created between government/science and public opinion

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 topos of plague.

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The Role of Administration in Designing Effective Teacher's Professional Development Models at School (A Case of Georgian Public Secondary Schools)

Mari Makharashvili

ABSTRACT

In Georgia, a rapidly changing educational environment and the endless cascade of ongoing reforms in the system have brought the necessity of setting new strategic ways to form democratic, student-centered, adaptive, initiative, and self-directed teachers. The current research reviews and analyzes the factors that impede the teachers' motivation, and consequently, sharply decline their development. The main objective of the research is to investigate and deeply explore School administration -as a school's main governing body and their involvement in the teacher development process through their professional path. The current study encompasses the mixed methods research design. The research data was accumulated through the secondary school teachers via an online survey, and the interview was conducted with the school directors and school administration. The results show that teachers need more academic freedom in creating curriculum and decision-making, both intrinsic and extrinsic motivation, feedback and incentive system for their development and school performance. Whereas, the interviews have shown that the school directors have a lack of financial support to contribute to and support teachers' professional development and provide them with appropriate modern technologies and proper laboratories. As for school administration, from their survey, it is revealed that they have to deal with so many administrative tasks that they are not left much time to collaborate with teachers and school principals. The study contributes and gives recommendations to school leaders and administration to refine existing systems or implement new ways of development with the sharing of foreign countries' experience.

Keywords: ongoing reforms, the role of administration, teachers' development.

1. INTRODUCTION

Background information

Educational changes have been going on in Georgia for almost two decades. The process of reforming the system contributed to the agenda of teacher professional development. According to the research, state funding for teachers' professional development is insufficient and needs to be increased. The research also noted that measures taken in the framework of the reform, such as promoting teacher professional development, attending training, and workshops have not increased the level of professionalism. Numerous teachers are not fully qualified and they do not meet the main demands that are required by the state and lessons are not conducted in a proper way. Teachers' salaries are low which diminishes the teachers' motivation. For some teachers' recent professional development requirements are a heavy burden and they are usually under pressure. The aim of the article is to find out what role the school administration plays in promoting teacher professional development. The fact that insufficient measures have been taken so far to contribute to teachers' professional development in a proper way and few studies reflect how the school administration impacts teacher professional development, makes my research significant.

2. Literature review

2.1 Defining Teachers Professional Development (TPD)

There are drastic changes in the education system all around the world. Technological revolution and the digitalized world have brought the necessity of implementing new reforms that contribute, support, and make the teachers adaptive to the new environment through their professional path. In education, the term professional development means to make teachers more qualified staff in their field with training, professional knowledge, and competence. However, professional development can be difficult and complex to define as it may refer to a variety of specialized training sessions and its aim is to improve skills and quality (Great schools partnership, 2013). Fullan and Hargreaves (1992) comment on "how little systematic attention has been devoted to understanding the topic" (p. 1), and point out that "it is only in the last few years that teacher development as a concept has come under scrutiny (p. 8)." Keiny (1994) defines professional development as professional growth; however, there is not a clear definition of the concept. According to Sabine Krolak-Schwerdt and Matthias Bohmer, a central aspect of teachers' professional knowledge and competence is the ability to assess students' achievements adequately. They also assumed that professional development is closely connected with students' learning and learning outcomes (Krolak-Schwerdt, Glock, & Böhmer, 2014, p. 79).

2.2 Models of teachers' Professional Development

Educators have created various models to support teachers' development from the beginning of their careers until they retire. Approaches to teaching have changed dramatically in recent years. Educators have set new standards framework to prepare teachers for future career advancement, whose main goal is student success. Audrey Cohan and Andrea Honigsfeld (2011) coined the first "save model" approach. There is a three-year induction program aligned with school goals. This program includes some stages: the first one is the survival approach which is provided with a mentor or experienced teacher's guidance. Teachers' adaptation is another stage of the "save model". Here, Teachers get used to overcoming the obstacles connected with the lessons and get emotional support from peers and school administration. Vision-building is the third goal to assist teachers to develop their professional persona through self-assessment and reflection. Effective reform-based teaching: the final goal is to encourage teachers to create a curriculum to improve student academic achievement (Honigsfeld, 2011). Professional development is not only determined by attending training and workshops. There are various ways and methods of professional learning, for example, action research, the way teachers identify the existing problem while working with students and try to find the solution and establish own strategy which is appropriate to the particular situation. Self-directed study- teachers have autonomy, which means that no one interferes in their decision-making process; it emphasizes their academic freedom, which is a top priority in education. Job-shadowing –here, teachers with less practice observe other colleagues who have more experience that can be a very effective form of training. It allows knowing the weak and strong sides of teaching and gives a deep understanding what a job involves. In other words, it is like an internship that equips teachers with appropriate skills that are necessary and important for teaching. In Peer networks methods teachers meet each other and share their opinion and teaching practices, set new goals on how to create fruitful teaching and studying climate at the school level. Personal reflection is the way to respond to what the teachers are studying. It is always acceptable to use existing and experienced forms of teaching; however, teachers themselves must make creative and experimental assignments that in turn are important for a variety of teaching. Collaborative learning is based on group working, mutual understanding, researching, and creating new ways of teaching

(Loucks-Horsley, et al., 1987, p. 68). Curriculum development is the way to identify instructional strategies to design modules, lessons and assessment. Distance learning teachers process the information via the internet. Interviewing is useful tool for teachers to ask questions to students or teachers so as to gain new experience and refine their teaching strategies. Learning clubs/ book talks are teachers' informal meeting place where they exchange information about a topic of high interest (SERC, 2000). The coaching/ mentoring model effectiveness is its one-to-one relationship, generally between two teachers. This model emphasizes and supports confidentiality and accountability (Kennedy, 2006, p. 236)

Table 1.1 Models of teachers' professional development

* Save model	* Three years induction program
* Action research	* Teachers establish their strategies that correspond to the particular situation
* Self-directed	* No one interferes in teachers' decisions, and they fully enjoy academic freedom
* Job-shadowing	* Teachers with less practice observe other colleagues who are more experienced
* Peer-network	* Teachers meet each other and share an opinion
* Personal reflection	* The way to respond to what the teachers are studying
* Collaborative learning	* Group working
* Curriculum	* Instructional strategies to design modules, lessons, and assessment
* Distance learning	* Teachers process the information via the internet
* Learning clubs/ book talks	* Teachers' informal meetings for high- interest topics
* The coaching/ mentoring	* One-to-one instruction

2.3 Professional Development opportunities

Teachers need regular opportunities to update their professional knowledge. Classrooms are not only for students to learn but for teachers to be developed. School administration plays a major role in teachers' development. For these opportunities process need to be planned, managed, encouraged, and rewarded. School administration offers teachers opportunities for professional development:

- Trainings
- Inquiry
- Self-appraisal
- Professional network
- Clinical supervision
- Distance education

Training is a short terms course which is conducted by an expert or a mentor. Training gives teacher opportunities to be aware of new strategies of teaching, get information about new books and materials. They gain knowledge how to adapt to modern learning trends and how to integrate the acquired knowledge in the teaching process (Morgan, 2003).

Inquiry- Teachers work on their own practice and find out the ways how to make it better (Morgan, 2003).

Self-appraisal- teachers evaluate themselves and identify their weakness and strength. Experience that is obtained by teachers themselves is more valuable and it gives them a stimulus for learning more (Morgan, 2003).

Teachers establish **professional networks**. Networks are group of people who meet each other in order to share experience and set goals for more development. It supports collaboration and easy access to any part of the world (Villegas-Reimers, 2003, pp. 79-85).

Clinical supervision includes three phase pre-observation- conference, during classroom observation and after conference observation, where more experienced teachers give less experience teacher advice in a very respectful way. As it observed in some classroom situations, teachers' approaches have changed radically in a better way (Villegas-Reimers, 2003, p. 90).

Distance education helps teachers to get professional development via online. They are given opportunities to attend conferences, workshops and share knowledge and experience with peers from different countries. Distance education has been transformed dramatically, it has great influence on the structure of teacher professional development courses and experience" (Villegas-Reimers, 2003, p. 83).

2.4 The Nature of Appraisal

Teachers' profession consumes much energy and great effort that is characterized by high levels of burnout and emotional stress. Teachers' lack of motivation provokes deplorable results which directly influences on pupil academic achievement. On the other hand, it causes the brain drain and by this way the country loses professionals. As a result, school faces low level of education and education failure interfere in economic welfare. Policy makers have come to the conclusion that teachers need refreshment and appraisal in order to perform their job well. Positive process contributes quality of education. Teachers who are offered the benefits of appraisal are more confident; they have better relationship with coworkers; they are good at planning curriculum, and have more motivation to participate in various trainings. School is responsible to adopt appraisal regulation and implement it into practice. Appraisal gives opportunities to support mutual understanding, paired observation and feedback, share opinion with other members of school. Appraisal does not only mean the recognition of teachers' job but it also helps policy makers to know in which part the teachers need help in order to tackle the problem and achieve their targets. Children are involved in teachers' appraisal process. If pupils achieve success, first teachers' role is recognizable, that is kept in teachers' professional portfolios (Craft, 2000).

Well, what causes teachers' emotional exhaustion can be varied into many ways: children behavior, new regulations, school climate and etc. Pupils' disruptive behavior is a determinant factor of teachers' burnout. Teachers must be emotionally prepared in advance to avoid culmination of emotional exhaustion. Working environment influences on teachers' motivation day by day. Positive relationship with colleagues full the teachers with emotions which are kind of fuel to keep through and deal with the day work. Poor relationship with teachers and members of administration reduce teachers' working productivity and causes too many unpleasant emotions. Teachers' anxiety is mostly common in beginning teachers. They worry about not having enough experience and find difficulties in creating curriculum and in classroom management. School administration plays a key role to support beginning teachers in order to increase their awareness and overcome the first stage challenges. Frustration and anger are caused because of the conflict that teachers may have with their coworkers and administration members. Teachers need stable communication with administration members; team-working can solve many issues as it gives opportunities to define balance between emotions and working environment (Chang, 2009).

One of the biggest challenges facing school administration is motivating teachers, especially tenured teachers who are sometimes opposed to innovations. Some teachers are not equipped with computer skills and for this reason they are against of the integration of technology in learning process. Some teachers are used to working alone instead of with colleagues, which hinders improvement process. School administration should implement new strategies in order to contribute the growth of motivation. One of the common methods to identify how to deal with these issues is go bench-

marking, evaluate working process and know how other successful schools work and what they do for teachers' motivation and appraisal. School should provide teachers with a menu of alternatives. After the time best practice is identified then it is time to place them into categories. For example, strategies include: reciprocal teaching, team working, decision making. Management covers rules and procedures, balance relationship between students and teachers; Technology is one of the tops on menu of alternatives: podcasts, power point; Assessment for both teachers and students to know their goals; Curriculum making in order to plan studying process and measure students' achievement. When teachers see how much stuff they have to do except teaching, they lose motivation. Not all but most of the teachers' motivation can be increased if they get some stipend for the tasks they do. It awards teachers with satisfaction and sense of achievement after gaining new knowledge. It encourages teachers to participate in the next trainings, workshops and etc. Teachers feel confident and appreciated when they have autonomy in teaching process (Semadeni, 2009, p. 28).

Chris Kyriacou (2009) considers that teacher stress or burnout can be reduced with appraisal. Appraisal can be conducted in formal or informal way. For example, one way of informal appraisal is self-appraisal. Teachers themselves evaluate their work, lesson, set objectives, and think about expecting results. Teacher self-appraisal can be performed with help of their portfolio. It includes certificates, diplomas, attendance of workshops and etc. Appraisal can be recognized by public accountability: government, school governing bodies. There should be some motivating factors that encourages and activates teachers: perk, salary increases, promotions, free training programs, bonus system and etc. All teachers feel satisfaction when their work and effort are recognized and appreciated (Kyriacou, 2009).

Teacher education programs are based on reflection teaching. The main goal of reflecting teaching is to appraise teacher's moral and ethical issues, to foster teachers take responsibilities for their professional development. To empower teachers in order to have positive effect on students' academic achievement and progress in future life. The contribution of reflective teaching is pivotal on the going development of teachers (Gates, 2004).

Teachers' professional development can only be successful in an environment where it has the proper support. The most important support comes from school administration and the outcome of any professional development depends on how important the initiative is implemented by the school administration. However, the school is not fully centralized and teachers can not enjoy absolute academic freedom in the classroom. In many European countries, including Georgia the education system offers schools a generally holistic, unified approach; sets a general scheme that allows schools to focus on only specific needs.

The Georgian education system and teacher professional development have been transformed in many ways. Teachers are supported with training sessions, workshops, in other words different developmental opportunities, as mentioned above, but still face educational challenges. The existing education system offers schools a largely unified approach-a common scheme for all schools. As a result, teachers are restricted in creating curriculum and decision-making. While the school demands a differentiated approach by teachers' side based on different needs.

3. METHODOLOGY

The study was conducted on the secondary school teachers, school administration and principals. In order to accomplish the research, the best way was the combination of qualitative and quantitative methods. An online survey was conducted for teachers and an interview was conducted for school administration and principals for data collection. Survey was used to elicit information about teachers' perception and dependence on school culture, training models, appraisal methods and support of school administration. An interview for school principals was used to elicit information how they perceive their role in designing effective teacher professional development models, how they build school culture that is based on democratic principles and what they do for teachers' appraisal and motivation. Survey was used for school administration as well to identify the role of their involvement in creating curriculum and their support to school teachers. Obtained data helped to answer the research question and it also determined survey's validity and reliability.

4. Results

4.1 Survey questions with the school teachers and the school administration and the interview with the school principals

The data obtained from the surveys and an interview revealed the following key factors:

- According to the school administration and principals, the school has favorable conditions for the professional development of teachers. Unfortunately, the results of the teacher survey have shown the opposite, where it appears that a number of teachers are not satisfied with the internal atmosphere and the lack of teacher professional development training. School principals consider that they are constantly giving feedback to teachers. However, the results of the teachers' survey do not match in this part either. Thus, we can conclude that the results of the teacher survey and the interview of the school principals have drawn a different picture.
- The school director considers that teachers participate in decision-making independently without interference, and assumes that all decisions are impartial and transparent, whereas, from survey, it was revealed that some teachers can't fully enjoy academic freedom.
- One of the main shortcomings of school effectiveness is the lack of a culture of teacher appraisal. In teachers' opinion, it would increase their motivation. From the school directors' perspective, they really want to contribute to this process but the school does not have enough funding to implement this culture at school.
- The practice of "over perfect" collaboration and collegiality in the school raise some doubts. As a result, it does not create the impression of organizational culture but creates the illusion of an idealistic model.

4.2 Limitations of the study

Sample size can be considered as the greatest limitation of the study. In order to gain more accurate results, the survey should have been carried out in a larger sample size. However, due to lack of interest from the side of school teachers who were supposed to fill the survey as well as limited time for the interview and busy schedule of school directors and school administration, the study has been restricted to only 52 secondary school teachers, 10 members of school administration and 5 school directors.

5. CONCLUSION

This research aimed to explore to what extent the school administration is involved in teachers' professional development. The primary goal was to identify the ways the school principal and members of administration implements and designs effective teachers' professional development models and find out some of the obstacles that may inhibit the effectiveness of the process. The review of the relevant literature gave information about effective teacher training, shared international experience of school culture, and administration involvement. The research built upon some variables to construct the questions and explore their implications in the Georgian context. To explore the issue and draw a conclusion, the study examined three main links of the school that are involved in creating a school culture and planning teacher professional development: school teachers, the school administration, and the school principal. My main recommendations will be, that issue of school organizational culture should become one of the top priorities in the future activities of the Ministry of Education. It should be created a special analytical group that permanently conducts research in this field to refine the existing system. The research found that Georgian schools need new infrastructure that will be equipped with new laboratories, gym, and modern technologies. More funding is necessary to support teacher professional development and appraisal. Teachers need motivation, feedback, and reflection from the school principal and school administration. It is welcome to share international experiences and implement them if the case concerns the best, but sometimes these approaches are stereotyped and do not correspond to the Georgian reality and culture

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

Mariam Bagatelia

Abstract

In order to understand what is happening around us, first we have to indulge in world literature. History is not just a window into the past, it also indicates our present and future. Each generation is a reflection of their own time period. 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.

Key words: literature; Russia-Ukrainian war; world leaders; greed

1. Introduction

"Again war. Again sufferings, necessary to nobody, utterly uncalled for; again fraud; again the universal stupefaction and brutalization of men", Tolstoy wrote and you can almost hear him screaming at the war happening right now. (Tolstoy, *Bethink Yourselves*, 1904) Putin made a broadcast announcement in the early morning hours of February 24, 2022, outlining the reasons for Russia's invasion of Ukraine. Tolstoy's humanitarianism was nowhere to be found in the speech, which attempted to reject Ukraine's independence and underline Russia's longstanding war against Western powers.

Putin's favorite authors, Leo Tolstoy and Fyodor Dostoevsky, have both authored some of the most convincing arguments in human history in support of nonviolent resistance against evil. At a time when Christian morality was eroding, these two restored faith in God's word and, by extension, human decency.

Tolstoy, a battle warrior who became Russia's most famous pacifist, captures strife in Russia better than anyone else. Leo Tolstoy participated in the Crimean War when he was 26 years old, a fight that Russia engaged on the questionable premise of safeguarding Russian people in a neighboring state, much as it does today. The atrocities of war had a profound impression on Tolstoy, leading him to adopt a humanitarian posture that he maintained for the rest of his life.

Tolstoy, like many of the men, arrived at Sevastopol, Crimea, unaware of why he was there or what he was intended to do. He didn't feel bound to find out, though, since the reality of war was so horrible, so atrocious, that any attempt to justify it would fail quickly. Tolstoy released "Sevastopol Sketches" in 1855, a primarily personal account of the struggle that was among the first to underline the dreadful consequences of combat. Soldiers have a "dull, corpse-like stare," which gives them the appearance of corpses. Tolstoy goes on to detail how an army physician's "sharp, curved knife" enters the flesh of injured colleagues, compelling them to regain consciousness.

“You behold the frightful, soul-stirring scenes,” he wrote, establishing the framework for a situation that he would return to multiple times during his career. “You behold war, not from its conventional, beautiful, and brilliant side, with music and drum-beat, with fluttering flags and galloping generals, but you behold war in its real phase — in blood, in suffering, in death.” (Tolstoy, Sebastopol Sketches, 1855)

From the battlefield, Tolstoy understood that our political reasons for war are nothing more than propaganda stories designed to enhance the fighting impulses of the troops. He says that the protagonist of his work is the truth — or even the notion that in conflict, everyone loses.

His belief became greater with each piece he released. Based on ideas from “War and Peace,” a classic that Russians have traditionally read during significant wars such as WW2. According to Tolstoy’s novel Resurrection, humans do not even have the ability to punish one another since society is so convoluted that no one is totally accountable and everyone should be held guilty for everyone.

Even back then, he could depict the harrowing realities of fresh Russian troops confronted with death and destruction weaponry on the battlefield. They vanish into the battalion’s horde, but even a single death is devastating to the family who await their return.

Following the publication of “War and Peace,” Tolstoy harshly denounced various Russian military endeavors. The final portion of his 1878 novel “Anna Karenina” was initially not released because it questioned Russia’s actions in the Russo-Turkish war (despite this, the book managed to gain a recommendation from Putin himself). Tolstoy’s alter ego, Konstantin Levin, deems Russian involvement in the war to be “murder” and argues that Russians should not be drawn into it. “The people sacrifice and are always prepared to sacrifice themselves for their soul, not for murder,” he says. (Tolstoy, Anna Karenina, 1878)

In 1904, Tolstoy published an official letter opposing the Russo-Japanese War, which has since been connected to Russia’s struggle in Ukraine. Following his excommunication from the Orthodox Church, the author claimed that the sole principle that man should follow is pure love. It was the reason Lenin acknowledged Tolstoy as a socialist, and why Tolstoy objected to Russia’s murderous invasion of Ukraine. As I indicated above, Vladimir Putin selected Leo Tolstoy as one of his two favorite authors in one of his interviews; nevertheless, he also resembles another hallmark of classic Russian literature written by his adored author: Pahom from “How Much Land Does A Man Need?” (Tolstoy, How Much Land Does A Man Need?, 2015)

2. Literature review

“How Much Land Does a Man Need?” is one of Leo Tolstoy’s most socially conscious works, exposing how economic systems may dangerously foster greed, moral degeneration, and a false sense of freedom in individuals. The individual vs. social hierarchy, which is addressed in these expository chapters, is one of the primary topics throughout the short story. Tolstoy utilizes the sisters’ initial discussion of the vast contrast between wealthy and poor to demonstrate how social status can define and confine one’s sense of self. However, when it comes to the similarity to today’s circumstances, we might read something entirely different between the lines.

Tolstoy introduces Pahom, the story’s main character, as vulnerable and prone to base his self-perception and life path on the opinions of others. In Part 3, Pahom’s constant quest for property is related to moral degeneration, which increases as he advances through the ranks of the landlord class. Despite losing his property and getting into debt, Pahom is content with his newfound landowner status, and his heart “fills with delight” every time he works in his fields. Pahom has two contradictory views about peasants, resulting in a paradox and self-delusion that prevents him from acting freely when looking for land.

Pahom, as a peasant, does not have enough area to keep his animals contained inside his limited domain, hence the offense is beyond his control. Instead of sorrow and care for the peasants’ socioeconomic constraints, the soldier is forced to rely on seasonal changes to finally control his livestock and avoid punishment. They are fearful that if the innkeeper got sole land ownership of the hamlet, he would use his position of authority to impose even heavier penalties on the peasants because of the soldier’s treatment of them.

Pahom’s representation in the closing lines of Part 3 adds to the subject of the corrupting and dehumanizing influence of societal hierarchical institutions. Through the picture of the soldier and innkeeper, Tolstoy depicts how the upper class exploits peasants’ lack of cultural capital and property to earn more profit—and therefore efficiently perpetuate unequal power relations. Pahom wants to be free of the oppression and bigotry of the landlord. As he climbs above peasant rank, he begins to replicate the soldier’s conduct, perpetuating the unjust cycle of exclusion of the lower class. Pahom, whether a landowner or not, is only a pawn in a class structure that continuously benefits the poor.

Through Pahom’s ego separation from his home, Tolstoy depicts the disastrous repercussions of Pahom’s useless allocation of his self-worth and joy into commodities. Pahom’s family is essential throughout Parts 1–3. Pahom’s central issue of succumbing to the allures of land and financial status is caused by his wife and her sister, the novel’s opening characters. Pahom also expresses to his

wife his displeasure with their existence as peasants, and the two unite and fight together to purchase their own plot of land. Pahom's family's presence fades as he gets more focused with estate acquisition, until they are completely forgotten when Pahom travels for Bashkiria. Pahom's obsessions not only destroy all pathways to happiness and fulfillment, but they also destroy all chances of making significant external relationships.

Pahom's goals, manner of life, and internal motivations are diametrically opposed to those of the Bashkirs. When Pahom arrives in Bashkiria, he finds people uninterested in labor, preferring to spend their time engaged in unattractive joys like as kumiss, music, and each other's company. They are nice to Pahom, despite the fact that he is a passing visitor who approaches them out of thinly disguised self-interest. The Bashkirs' selling strategy piques Pahom's greed and self-delusion: still holding to conceptions of free will within the constraints of buying and selling land, he believes he will traverse a lot of ground and, as a result, acquire as much property as he can imagine. Because of his damaged connections and self-inflicted failure, we know Pahom's ambitions are problematic and will lead to a disastrous finish.

Escalation action and the finale of the book "How Much Land Does a Man Need?" are all tinged with a melancholic, sardonic tone. Pahom has been chasing more property, power, and riches for years, unaware that his efforts have ironically led to his doom. Pahom never feels like he has gained a meaningful and full existence as he climbs the social ladder, despite his improved status and financial affluence. He is always finding defects in his belongings, only to have his insatiable desires and never-ending goals lead to estrangement from his family, loss of morality, community, and compassion, and, finally, death.

As a metaphor of man's predisposition for wickedness and greed, the Devil plays a little but crucial part in Pahom's life. In Part 1, the Devil threatens to use Pahom's possessions to lead him down a path of greed and moral decay. In Part 7, Pahom's foreboding, symbolic dream depicts the traveling merchant, peasant, and Bashkir chief as distinct aspects of the Devil. The merchant informs Pahom about the infinite property accessible in Bashkiria, the wandering peasant informs Pahom about the settlement across the Volga, and the Bashkir Chief permits Pahom to claim as much land as he can for a thousand rubles a day. By associating land transactions with the Devil, Tolstoy connects profound, pervasive evil energies with the buying and selling of private property—the catapulting cause of Pahom's unquenchable desire and impotence.

Furthermore, the sarcastic, mournful ending remarks focus on the arbitrary nature of riches. "How Much Space Does a Man Demand?" appeared at first to be a rhetorical question, a satirical critique of Pahom's need for additional land. After Pahom's workman buries him in a little hole, the final line of the story—"Six feet from his head to his heels was all he needed"—literally answers the title's question. Pahom's death, ironically, demonstrates how little land a man truly requires in life: just enough to bury him. The last remark, filled with verbal irony, understates Pahom's physical and mental pain for property: travelling hundreds of miles, purchasing hundreds of acres of land, leaving his family, losing his dignity, withdrawing from communes, and wearing himself to death. Pahom's hunger and attention to land acquisition, on the other hand, eventually amounts to little more than a tiny cemetery; despite Pahom's land buying, he only needed six feet of it. Ascending to a higher social level is consequently pointless, as indicated by the last paragraph's sarcastic understatement. Regardless of our ambition, greed, or achievement in life, we are all bound to the same fate: buried a few feet under the dirt.

3. Quotes and analysis

"Our only trouble is that we haven't land enough. If I had plenty of land, I shouldn't fear the Devil himself!" - Pahom, p. 5

Pahom becomes convinced that increasing land ownership would shield him from the Devil, or evil and sin, after overhearing the sisters' argument over peasant and city lifestyles. Pahom's postulation represents the instigation of his greed and insatiable desire for social and economic mobility, which intensifies throughout the novel and eventually leads to his demise. This sentence is dripping with dramatic irony: in the next lines, the narrator reveals that the Devil himself overheard Pahom's inner thoughts, pledging to use land to drive him towards avarice and immorality. As a result, we know Pahom is doomed from the start of the novel, but Pahom continues to combine land ownership with a meaningful existence free of fear and sin, blissfully unconscious of his impending destiny.

This comment also demonstrates Pahom's proclivity to depend his self-perception on the views of others. While initially proud of his peasant heritage, he absorbs his elder sister's appreciation of a comparatively rich existence in an urban setting, prompting him to embrace the viewpoint represented in this quotation. Pahom's impressionability and passivity prohibit him from acting with actual free choice while he pursues land and social advancement.

"Why should I suffer in this narrow hole, if one can live so well elsewhere? I will sell my land and my homestead here, and with the money I will start afresh over there and get everything new. In this crowded place one is always having trouble. But I must first go and find out all about it myself" - Pahom, p. 10

As seen by this comment, Pahom frequently relates discontent with his houses to their perceived crowdedness. The entrapment metaphor emphasizes Pahom's strong yearning for a larger, more secluded freehold land. Pahom feels that the geographical limits of his estate prohibit him from obtaining freedom, which he envisions gaining through huge, limitless land ownership. This comment exemplifies Pahom's complete immersion in equating his free will and self-worth with worldly things and money. With this, we know that Pahom's desire for additional land—and "start[ing] afresh"—is ultimately futile: he will never have enough land or freedom. His avarice and emotions of captivity and inadequacy are continual and virulent after being so enamored with financial wealth.

"And then he saw that it was not the peasant either, but the Devil himself, with horns and hoofs, sitting there and chuckling, and before him lay a man barefoot, prostrate on the ground, with only trousers and a shirt on. And Pahom dreamt that he looked more attentively to see what sort of a man it was lying there, and he saw that the man was dead, and that it was himself!" - The narrator, p. 17

The author tells the horrible elements of Pahom's nightmare, which culminates with the Devil laughing at Pahom's lifeless body. The visual of the Devil standing over Pahom's body represents the Devil's ruthless control and power over Pahom, who orchestrates and promotes Pahom's preoccupation with land ownership. The Devil's "chuckling" at Pahom implies that Pahom is the victim of a large-scale practical joke, unaware of his position as a piece in the Devil's avaricious, seduced hands. The dream's culmination therefore foreshadows Pahom's lack of reflection and foresight in admitting his subservience to malevolent external powers. Even after waking up from this dream, Pahom does not linger on or even contemplate what the dream may have revealed about his life figuratively; rather, he joyfully awakens the Bashkirs to proclaim his intention to begin charting out territory. Furthermore, by displaying Pahom's dead body, the dream foreshadows Pahom's death.

4. Conclusion

"Six feet from his head to his heels was all he needed." The author closes the narrative through this ironic, sad comment after the workman builds a modest grave for Pahom. Pahom's death painfully illustrates how little land a man requires in life: only enough to bury him. Notably, the phrase employs language irony to highlight the futility of pursuing money and power. Pahom's obsessive desire for property causes significant upheaval: he abandons his family, abuses peasants' restricted socioeconomic situation and becomes a local outcast, and buys hundreds of acres of land. His extensive efforts, however, result in the interment of his death in a little grave, rather than a regenerating, meaningful life. The final line's understatement so demonstrates that regardless of our amount of material goods or accomplishment, we are all doomed for the same fate: death. Moreover, adding to the authors idea we can make substantial parallels towards todays situation, a person becoming tyrant in process of greed, is digging his own grave with every unjustifiable move he is making towards innocent people. Every action has a consequence that we cannot escape, sooner or later these actions will catch up to him (Putin) and the only thing he will be left with is enough land to bury him.

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Learning Objectives: A Challenge or an Opportunity

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Learning objectives are essential for leading effective teaching and learning process. Learning objectives that are outlined carefully and considerably 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.

Key words: learning objectives, instruction, pedagogy, autonomous learner

If education was once perceived to be a simple combination of reading, writing and doing mathematical calculations, the modern environment requires a person to possess more sophisticated skills and be able to evaluate and critically digest the information provided by the educators in the contemporary education system (Dogan, 2020; Burbules, 2004; Harris, 2002). It is currently necessary to nurture an individual who will be able critically to assess the bulk of information accessible from different sources, including textbooks and teachers, and form a critical opinion, which enables them to ask questions and find answers to those independently. Forming autonomous learners is one of the challenges that modern educators face. Learning autonomy could be defined from the perspective of various disciplines. From a psychological perspective, the key features of autonomy would be a critical reflection, decision making, and taking independent actions (Little, 2017). To look at the issue from the methodological perspective, the educators would emphasize equipping the individuals with the authority to take the lead in the education process (Holec, 1981). Finally, from the content perspective, the learner has to decide what and when they need to learn, meaning, that they determine their requirements themselves, and rather than following the traditional deductive learning process, they become in charge of the knowledge construction (Benson, 2013).

There could be various ways to motivate students acquire education as the autonomous learners. However, there is still a huge role allocated to the educators in the process. The first step on the road of boosting students' willingness to engage in the learning process and become responsible for the knowledge construction, would be defining a learning outcomes that would set realistic targets. Learning objectives are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences. One can find different names for learning objectives, those could be named as instructional objectives, educational objectives, performance objectives, and intended learning outcomes (Ferguson, 1998). Regardless the name used, the ultimate goal of the learning objectives is to showcase the desired behavior that educators want to develop in the students, and/or the knowledge that they should demonstrate while performing those actions. Therefore, well-defined learning objectives are beneficial for students and teachers equally. First of all, if a teacher writes down a thought-through learning objective, he/she sets a direction and determines the flow of the lesson. It ensures that the limited time allocated for the lesson and divided in the logical chunks that ultimately lead to the result. From the learners' perspective, detailed learning objectives clearly sets expectations, therefore, students become integral participants of the process, rather than being the passive listeners and followers. Secondly, the measurable learning objectives

help the teachers to keep the focus of the lesson. Without disturbances, the educator can concentrate on the tangible knowledge and behavior they want to develop in their students. On the other hand, students are able to realistically see the benefit of the lesson. If they understand what the end-result of an activity or the lecture is, they will relate themselves with the process. Finally, the learning objective enable both the teacher and the learner to establish linkages with the prior knowledge and construct the new knowledge based on a clear foundation (Deci & Ryan, 2010; Griffiths, 2008).

In order to write the proper learning objective, it is imperative to have a profound understanding of the Bloom's Taxonomy, as a guidance to consider while thinking through the teaching process. Bloom's original taxonomy (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) was unidimensional and contained hierarchical classification of instructional objectives. Six categories were: knowledge, comprehension, application, analysis, synthesis, and evaluation, ordered from simple to complex and from concrete to abstract. The rationale of the original Bloom's Taxonomy was that the lower level thinking skills were necessarily the prerequisites of the upper ones. It covered cognitive, affective, and psychomotor domains, when a cognitive domain was responsible for the development of the intellectual knowledge, affective domain mainly targeting students' ability to develop attitudes and form values, and psychomotor – concerned with objectives related to physically observable behaviours (Bloom et al., 1956).

Later, the modern world necessitated reshaping of the learning objectives to ensure that educators respond to the real needs of the students. In contrast to the original unidimensional model, Anderson (2001) proposed a new vision of the two-dimensional taxonomy. The so-called "Revised Bloom's Taxonomy" is constructed by using a noun or a noun phrase describing the subject content and a verb or verb phrase depicting the cognitive process in which the student could get immersed. The six original categories of the Cognitive Process Dimension were mostly used, but the names of the three categories were changed. "Knowledge" was changed to "Remember", "Comprehension" turned into "Understand", and "Synthesis" was supplemented by "Create". Moreover, the order of the "Synthesis" and "Evaluation" categories also changed. Thus, on cognitive process level, a more sophisticated classification was offered, which clearly responded to the modern requirements (Krathwohl, 2002). The best part of the Revised Bloom's Taxonomy is that the knowledge dimension has been expanded by adding "metacognitive knowledge" as one of the sub-categories. Metacognitive knowledge directly responds to need of develop an autonomous learners and is concerned with building awareness and knowledge about one's own cognition (Anderson et. al., Krathwohl et. al., 2002).

Thus, the learning objective can be built by combining a verb denoting an action from the cognitive process accompanied by a noun expressing an object describing the knowledge students are expected to acquire or construct. Therefore, the Revised Bloom's Taxonomy enables teachers to target simultaneously different categories from the knowledge dimension during one class.

The next issue to address would be the difficulty associated with evaluating the efficacy of the learning objective. One of the key characteristics of the learning objective should be the measurability. In other words, the stakeholders involved in the teaching and learning process should be able to assess the tangible results attained as a result of the lesson. Literature suggests that the learning objective should be specific, measurable, attainable, results-focused, and time-focused. Therefore, it should be able to provide answers to who will be engaged in the process, how much input will be required from the individual to produce something, what will the characteristics of the outcome of the learning process be, and how and when the outcome will be produced (Burbules, 2004; Griffiths, 2008).

One of the tools suggested to evaluate the learning objective is the ABCD Model, an acronym that stands for the Audience, Behavior, Conditions, and Degree. At the same time, scholars suggest, that it is essential to consider all these parts in the process of formulating the learning objective if the educator wants to make it as mea-

asurable as possible (Mager, R. 1973; Turnbow, D., & Zeidman-Karpinski, 2016). According to Mager (1973), while elaborating on the learning objective, it is crucial to have a profound knowledge of who the students are. The educator should be well aware of the maturity of the students, their interests, background knowledge, and readiness to get engrossed in the education process. Secondly, it is essential to describe the students' behavior as a result of the learning, which will help to set realistic expectations both for students and the teacher. Obviously, the vocabulary of Bloom's Taxonomy will be very helpful for determining the behavior of the students. "Condition" from the ABCD Model presumes the environment or the realistic framework under which the specific task/activity has to be performed by the student. Thus, it determines the circumstances that provide clarity to the tasks at hand. Finally, the last part of the ABCD Model – Degree – describes the approximate level of achievement by the student to consider that the learning objective is achieved (Mager, et. al., 1973).

It is also interesting to consider Donald L. Kirkpatrick's model Four Levels of Learning Evaluation as a tool to evaluate learning objectives. The model is widely used in many industries, hence, it could also be applicable to the field of education. Kirkpatrick's Model consists of four levels: reaction – measuring the participants, hence, the learners' perceptions about the education process; learning – assessing the level of the knowledge, skills, and attitudes developed by the learners in the process; behavior – monitoring the participant's ability to apply the knowledge attained; and results – assessing the degree to which targeted outcomes occur as a result of the learning process (Kirkpatrick, D., & Kirkpatrick, J., 2007).

Thus, it could be agreed that designing learning objectives is a challenge for an educator. It becomes even more troublesome if one considers the daily workload of the teachers. However, the benefit of the clearly defined learning objectives largely outweighs the challenges the educators will face while engaging in the process. Well-defined learning objectives are a helpful tool both for the teacher and a student to engage in the learning process, become intrinsically motivated, and assume responsibility for the process of construing the knowledge. Learning objectives set a clear pathway for the education process, which students and teachers can design, implement, and monitor.

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

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Abstract

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 the importance of platforms for effective distance teaching and for students' engagement in a lesson. Different platforms are discussed in the research as well as their usefulness 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.

Key words: *Distance learning; Motivation; Platforms; Games.*

1. Introduction

As Piaget described the pupil is a scientist who always tries to understand with the help of activities through meaningful learning and only memorizing information is not effective (Doppelt, 2003).

Students' motivation, engagement, interest, activeness at the lessons and interactive cooperation are crucial aspects of teaching. Teachers do a lot to find and develop different resources, worksheets, games, warm-up activities to make their lessons interesting. Only theoretical knowledge does not produce suitable results and educators need variations of successful lessons for successful results, they have to show the effectiveness of teaching process.

In this article, I attempt to show the importance of platforms and game-based learning for students' engagement. Using different platforms are keys to make the lessons interesting and interactive. This topic has become essential during distance learning. Game-based learning became more active and crucial part of teaching. During the last 20 years the importance of active learning became greater. Games and technologies provide opportunities to enhance students' engagement and learning in non-formal environment (Huizenga, 2009).

According to Felszeghy, Zin, Hallyburton game-based learning has positive influence on students' interest and engagement in different subjects. For instance, "Kahoot" helps students to evoke be engaged and expand their skills, to make the learning process pleasant. The students' satisfaction of using "Kahoot" was too high and they mentioned that their motivation to learn was higher after "Kahoot" games or quizzes (Felszeghy, 2019). Using platforms for effective learning process is important for every subject. It is interesting how such tools help students in math class. Using different platforms are essential to make the lessons interesting and interactive. This topic has become essential during distance learning. Game-based learning became more active and crucial part of teaching. During last 20 years the importance of active learning became higher.

So, it is essential to offer suitable games and platforms to students. Some of the platforms are too popular and useful that works perfect. For instance, "Kahoot" was implemented to evoke students' interest and expand their skills, to make the learning process pleasant.

The students' satisfaction of using "Kahoot" was high and they mentioned that their motivation to learn was higher after "Kahoot" games or quizzes (Felszeghy, 2019):

Digital game-based learning is efficient in history lessons as well, because games help students to make the subject memorable and not boring. While students and teachers got history as a boring subject because of memorizing the facts only, different platforms were created where students involved in doing and finding sources and got experience (Zin, 2009).

According to practice, game-based learning is effective in teaching science as well. Many people discuss how biology or physics can be taught with games online. Game-based biology teaching offers a lot of pluses and advantages for the students who want to explore the possibilities and learn by creating (Hallyburton, 2013).

Unfortunately, we do not have the results of game-based learning in Georgian case. In general, platforms especially before the pandemic period, were not actively used in Georgian schools. So, it is interesting what is the impact of using games and platforms in different subjects on Georgian school students' engagement and interest.

2. Literature Review

According to my practical experience, using platforms, games have increased students' interest in different subjects. For example, when students were passive at traditional lessons, after using games they were engaged, answered to the questions, wanted to win the games and got sores for their teams. However, it is important to find out suitable games connected to concrete topics that should have the desirable results.

From the theoretical point of view, game-based learning is close to constructivism theory and Dewey's philosophy.

According to constructivism, learners construct knowledge rather than just passively take in information.

Learners create their experience, build representations and incorporate new information into pre-existing knowledge. Constructivism gives learners the opportunity for concrete, contextual experience through questions, defending their ideas and strategies. Students are engaged in activities, discourse, interpretation, creation as they have a mini-society (Fosnot, 2013).

According to John Dewey's theory, learning with games and practical experience is essential for children. Dewey argued that curriculum should be relevant to students' lives. He saw learning by doing and development of practical life skills as crucial to children's education. The main significance of Dewey's Pragmatism for educational research is that he deals with questions of knowledge and the acquisition of knowledge within the framework of a philosophy of action.

Practical reasoning is the pattern of all inquiry. Logic is inquiry into inquiry, rationality (Garrison, 1999). This practical reasoning comes from practical experience, simulations, game-based learning.

Game-based learning is a learning process facilitated by the use of different games. Game-based learning is also an active learning technique where games are used to enhance student learning (Telfer, 1980).

Game-based learning has its advantages and disadvantages. For example, Some advantages are as follows:

- Participants solve difficult problems on their own;
- Students get experience of real life;
- Games are psychologically engaging;
- Games provide potentially greater transfer from the training situation to a real life situation;
- Games provide responsive environment;
- Games are enjoyable (Telfer, 1980)

Disadvantages of game-based learning are as follows:

- Games can cause confusion and noise;
- Time management is not controlled by a teacher in many cases;
- Roles are not divided suitably and students; involvement is not controlled;
- Some games are poorly developed by teachers;
- Always all participants do not like the games;
- Games very often limit numbers of players, some of them can be out of the game (Telfer, 1980)

Students' engagement according to the glossary of education reform is degree of attention, curiosity, interest, optimism shown in learning.

Nowadays when critical thinking has become an important skill, educators should help students to develop their thinking in different ways, students need to think out of the box, answer logical questions, find out information by themselves and see the importance of a subject in practice. So, we need to engage students in the learning process, evoke their interest and motivation.

Students' engagement is very important educational outcome as a marker of students' positive functioning and it is even essential because it predicts students' academic progress and achievement (Reeve, 2011).

3. Methodology

3.1 Research Setting and Participants

The setting for this study was two private schools, a campus of 200-300 students each, located in Tbilisi, Georgia. 33 middle school students who learn different subjects online were chosen randomly. The questionnaire was sent to the classes from 5th till 12th grades and students who desired, answered to the questions anonymously. The questionnaire was sent to 50 students, 38 became participants of the research and answered to the questions. (Return rate 76%). From these 38 students 39% were 9th graders, 18% - 8th graders, 8% -7th graders, 3% -6th graders, 3% - 5th graders, 5%- 12th graders, 16% - 11th graders and 8% - 10th graders. Students were informed that the research was about identifying impact of game-based online learning on students' engagement. They also knew that the questionnaire was anonymous.

3.2 Research Method

Research method was quantitative. The questionnaire was consisted of multiple choice and open-ended questions. It was anonymous.

The independent variable was a game/platform used at online lessons and dependent variable - students' engagement.

3.3 Research Questions

The research questions were as follows:

- What percentage of students are engaged in lessons after using games and platforms during online teaching/learning process.
- To what degree do games and platforms impact students' engagement during online teaching process?

Based on the research questions and variables, questionnaire was created. The questionnaire was online and anonymous. It was bilingual and Georgian and international students were involved. The questionnaire was created in Google docs and from one account could be answered only once to avoid receiving answers from the same person twice or more. The questionnaire included eight questions, with three Likert scale and two open ended questions. It was sent to the middle school students in two private schools. Only 38 students answered to the questionnaire.

Questions of the survey:

1. Write a school/მიუთითეთ სკოლა

2. Mark your grade/მონიშნეთ კლასი

- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

3. How often do teachers use different games/platforms at the lessons?/რამდენად ხშირად იყენებს მასწავლებელი თამაშებს/პლატფორმებს გაკვეთილზე?

- 1. Never/არასდროს
- 2. Seldom/იშვიათად
- 3. From time to time/დროდადრო
- 4. Often/ხშირად
- 5. Regularly/რეგულარულად

4. Which platforms are used at the lessons?/რომელ პლატფორმებს იყენებენ მასწავლებლები გაკვეთილებზე?

5. How often were teachers using platforms/games before online learning ?/ონლაინ სწავლებამდე რა სიხშირით იყენებდნენ მასწავლებლები პლატფორმებს/თამაშებს?

1. Never/არასდროს
 2. Seldom/იშვიათად
 3. From time to time/დროდადრო
 4. Often/ხშირად
 5. Regularly/რეგულარულად
6. To what degree in your opinion, is using platforms/games more effective?/ თქვენი აზრით, რამდენად ეფექტურია პლატფორმების/თამაშების გამოყენება?
1. Not at all/არაა ეფექტური
 2. Not much/ ისე რა ეფექტურია
 3. I cannot say/ არ მაქვს პასუხი
 4. Quite efficient/საკმაოდ ეფექტურია
 5. Very efficient/ძალიან ეფექტურია
7. If your answered to the previous question is quite efficient or very efficient, please name why it is efficient?/თუ წინა კითხვაში თქვენი პასუხია საკმაოდ ეფექტურია ან ძალიან ეფექტურია, დაწერეთ რატომ?
-
8. Do you want platforms to be used at the lessons in the classrooms too?/გსურთ თუ არა, რომ მასწავლებლებმა პლატფორმები გამოიყენონ საკლასო ოთახებში სწავლებისასაც?
- Yes/დიახ
 - I cannot say/ არ მაქვს პასუხი
 - No/არა

To calculate the reliability of the questionnaire, five students who did not participate in the following research answered to the questions twice and the two assessments of the three items in a “5-point” Likert scale were compared. Results of 5 points Likert scale, (1 – never, 2-seldom, 3-time to time, 4-often, 5-regularly) were compared to each other.

To the initial answer to the first question, judging by the standard deviation below 0.5 answers were heterogeneous while to the second and third questions answers were homogeneous. Item 1 was answered by

the respondents positively, which is supported by median close to the mean and mode. (Table 1)

Table 1 – Assessments of the three items – N1

Item/statistics	Mean	Median	Mode	St.dev
3	3.2	3	3	1.1
5	1.6	3	2	0.55
6	4.8	3	5	0.45

To the initial answer to the first question, judging by the standard deviation below 0.5 answers were heterogeneous while to the second and third questions answers were homogeneous. Item 1 was answered by the respondents positively, which is supported by median close to the mean and mode. (Table 2)

Table 2 - Assessments of the three items – N2

Item/statistics	Mean	Median	Mode	St.dev
3	2.4	3	2	1.14
5	1.8	3	2	0.45
6	4.6	3	5	0.55

Pearson correlation calculated with SPSS (version 26.0) was equal to 0.950 which means that the correlation was high (higher than 0.8) and the significance - $p=0,02$ which means that there was a strong correlation between the two results, the result was statistically significant and the questionnaire was reliable.

4. Result Analysis

The research was conducted in two private schools of Tbilisi. The questionnaire was sent to 50 middle school students and 38 of them were participated. Therefore, the results obtained from 38 respondents from 50 were as follows: (See Table 3)

Table 3 – Descriptive Statistics

Item	1	2	3	4	5	Mean	Mode	Median	S.D.	Skewness	Kurtosis
3	2	4	15	14	3	3.32	3	3	0.96	-0.5	0.34
5	15	14	6	3	0	1.92	1	2	0.94	0.78	-0.22
6	0	0	4	19	15	4.29	4	4	0.65	-0.37	-0.65

Mean, median and mode were close to each other in the first and the third items, we received a normal distribution. So, the results represented the situation. On the second item mean and mode are close to each other but median is different, this means that the results did not very well represent the real situation. Skewness and Kurtosis were between -3 and 3 on the first item, so the difference of opinions was not dramatic. They were negative in the third item, the results were more often lower than the mean. They were not in this range for the second and the third items, so the difference of opinions were dramatic. The

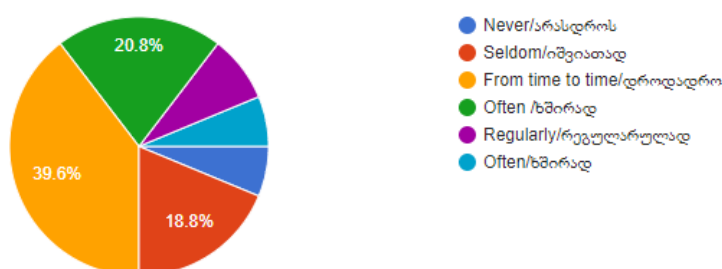
standard deviations were above 0.5 in all items, so the level of group members' knowledge differed a bit (the group was heterogeneous). On the whole, the results did not constitute a normal curve and were reasonably reliable.

39.6% of the participants answered that their teachers use different platforms at the lesson time to time. 20.8% answered that their teachers platforms often and 18.8% mentioned that it is happening seldom. (Chart I)

Chart I – Frequency of using games at online lessons

How often do you use different games/platforms at the lessons?/რამდენად ხშირად გამოიყენებთ სხვადასხვა თამაშს/პლატფორმას გაკვეთილებზე?

38 responses



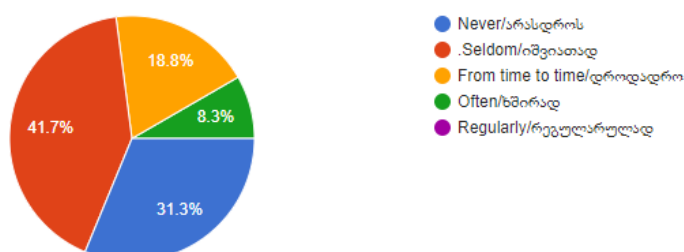
According to the study the most popular platforms were kahoot.com and “khanacademy”. It is interesting that “Kahoot” most popular in 5th and 6th graders and for higher classes “Khan Academy” was mentioned.

On the question: “How often were teachers using platforms before online learning (at class)” – 41.7% answered that it was happening seldom and 31.1% answered that it had never happened before. (Chart II)

Chart II – Frequency of using games at class

How often were teachers using platforms before online learning (at class)?/რამდენად ხშირად იყენებდნენ მასწავლებლები პლატფორმებს ონლაინ სწავლებამდე?

38 responses



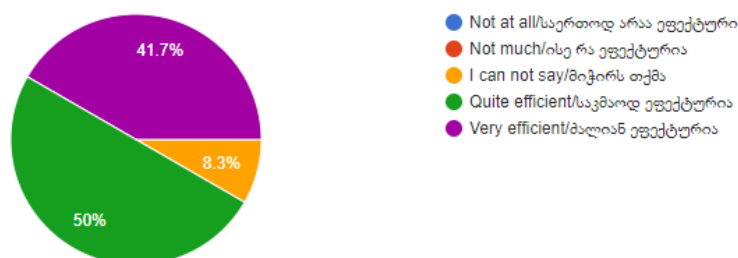
Somehow, it can be logical because teachers were using different activities at class, like simulations, case studies, book activities and games/platforms became more popular during online teaching/learning process.

50% of participants thought that using platforms at the lessons are very efficient and 41.7% thought that it is quite efficient, only 8.3% could not say anything about it. (Chart III)

Chart III – Degree of efficiency of using platforms

To what degree, in your opinion, is using platforms effective?/ თქვენი აზრით, რამდენად ეფექტური არის პლატფორმების გამოყენება?

38 responses



Answers to the question: why using platforms are quite efficient or very efficient were as follows:

- “Learn easily and remember”
- “It becomes learning process easier”
- “A student becomes more engaged” ...

85.4% of the participants wanted platforms to be used at the lessons in the auditoriums as well.

According to the results, it could be concluded that using platforms help students to be engaged in the lesson, learn things easily and they are effective in both situations – online or face-to-face.

The reasons of their engagement were different in different levels, for lower classes they liked the game process itself and for higher classes they realized the role of interactive lessons and became more interested in the subjects.

5. Discussion

Game-based learning has become more active during distance learning. If we compare the results with the articles game-based learning has always better results. According to Cheng and Su (2012), it practically develops a game-based learning system to improve self-efficacy for student's learning. The students are divided into two groups the experimental group and the control group. After the implementation of game-based learning system, the results show that the learning motivations of students have significant impact on the learning achievement, and the learning achievements of students with game-based learning are better than those who use the traditional face-to-face teaching.

According to James Margaret (2020) – the Impact of game-based learning in a Special Education Classroom, game-based learning has shown positive outcomes, such as academic success, social and behavioral growth, and acquiring 21st century skills.

6. *Ethical Issues*

The questionnaire was anonymous and each participant could answer only once. Students were informed that the research was about identifying impact of game-based online learning on students' motivation. They also knew that questionnaire was anonymous.

7. *Conclusion*

Results from the current study indicate that 50% of the participants think that using platforms at the lessons are quite efficient, 41.7% think that it is very efficient and only 8.3% cannot say anything about the efficiency of using platforms. The answers of the question why using platforms or games is quite or very efficient are as follows: "because I remember easily", "because I am interested in it", "because platforms help me to remind everything". 5th, 6th and 7th graders answered to questions differently than 9th, 10th, 11th and 12th graders. 5-7 graders mentioned that games are fun and they like it, 9-12 graders mentioned that using games help teachers to have interactive lessons and they are more engaged at the same time, they mentioned that games help them to remember tasks easier. The popular platforms were different in these classes as well. 5-7 graders were actively used "Kahoot" in different subjects and for higher classes "Khan Academy" also was popular and actively used. It is also interesting that all classes answered that the teachers had lack of games and platforms before online teaching/learning process. 41.7% of the participants answered that teachers were using platforms/games before online learning but it was very seldom. 31.3% answered that it has never happened and 18.8% answered to this question – from time to time. The majority of the participants – 85.4% wants games/platforms be used at the lessons even when they do not have online lessons but at the auditoriums.

8. *Limitations*

As with quantitative research, only 2 private schools were involved, return rate is 76% and only 38 students answered to the questionnaire. From different classes 1-2 students were participated. So, the results cannot be generalized. The questions should be standardized as well.

9. *Recommendations*

The results have shown that using games/platforms is important. They help teachers to plan and organize effective, interactive lessons, where the majority of the students are engaged. This causes students' interest, engagement and motivation. The main recommendation would be to use platforms suitably, game-based learning is effective only when it has suitable result and is connected to the topic, if the game does not go to the result, it is ineffective and cannot be helpful for children. Platforms are not for fun, they are for interesting, interactive learning/teaching process. Each task must be connected to the topic. Control of the questions and time from teachers is also important. During team work students should be divided based on their skills like introvert and extrovert students together, each of them should have his role.

It is also important from the government and school administrations to organize trainings for teachers about using educative games/platforms in all subjects.

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DIGITIZATION OF PRINT-ON-PAPER RESOURCES FROM TEXT TO APPS

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ABSTRACT

This article deals with the process of digitizing print-on-paper books, manuscripts, and graphics. Such a process often becomes critical as the recovery and processing of rare books, manuscripts or even images published years ago as well as retyping words into a computer is a time consuming and energy intensive procedure, given their original and distinctive properties must be preserved due to their rarity.

With the following information, the article successively analyzes the digitization process using modern software applications:

- Scanning - any software that can convert printed images into graphics (PaperScan);
- Scanning images (Scantailor)
- Using Adobe Acrobat Pro to bind processed images
- converting bound books into interactive books (Calameo.com);
- Placing the link to the full product (bound book) and ensuring consumer accessibility (on the author's blog - Blogger.com).

The article provides detailed explanations for each step, guides readers through the process of creating interactive e-books, and describes the path from manuscript, text, or graphic images to applications.

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

INTRODUCTION

Currently, all information is available only in electronic form on the Internet. To present the material in this form, it is necessary to use software tools. The Microsoft Word text editor is widely used to display text on a computer. On the other hand, information is more than just text. Bookmarks, internal and external navigation, dynamic table of contents, drop-down table of contents, footnotes, running headings, bibliography and citations are included in the structure of the document. Unlike traditional books, a text document may include graphic and multimedia components and may be presented in an interactive format using software tools.

“E-books - from text to application” is becoming more and more common expression. What is the best way to create an e-book? Of course, the text of the book is first created in a text editor or publication editor with the necessary graphic elements. Then, the book is designed in accordance with the preferences of the author, with built-in multimedia features. A printed book can also be supplemented with text on a CD, audiovisual resources, interactive exercises, and so on.

This article does not go over the technologies used to generate such books. Rather, it's the methods used to create such books that are of our importance. The digitization process of already existing print-on-paper books, manuscripts, and graphic pictures is dealt with in our work, which is based on the integration of different technologies (PaperScan; Scan Tailor; Adobe Acrobat XI PRO; Calameo.com; Blogger.com).

Obviously, such a procedure is becoming more critical nowadays. Recreating and processing ancient books, manuscripts, or even images from years ago, as well as retyping words into a computer, is a time-consuming and energy-intensive process, given that their unique and distinctive characteristics must be retained due to their rarity.

CONTENT OF THE WORK

1) Main Functionalities

- **About Scanner**

An image scanner - often abbreviated to just scanner - is a device that optically scans images, printed text, handwriting or an object and converts it to a digital image.

With the digital version, you can then do many things, including: store and retrieve the image to and from a digital storage disk, edit it in software programs and compress it for E-Book, for Web broadcast [1] [2].

Scanning Requirements

- A scanner, scanning software, and computer:
- Images to be scanned: Any flat image, letter size or smaller.
- A place to store your scanned files: Digital images usually require a disk with a high storage volume. A zip disk, CD, or external hard drive will usually have a high enough capacity.

- **Scan Tailor Background**

Scan Tailor is an interactive tool for post-processing of scanned pages. It gives the ability to cut or crop pages, compensate for skew angle, and add / delete content fields and margins, among others. [4]

Features of Scan Tailor

- You begin with raw scans, and end up with tiff's that are ready for printing or assembly in PDF file
- Scanning, OCR, and the building of single-file multi-page documents are not included in the project objectives.
- The program is developed for Windows, GNU/Linux, and other Unix-like systems such as MacOS X.

• About Adobe Acrobat Pro XI

Adobe Acrobat XI Pro **allows you to create, view and edit files in Portable Document Format (PDF)**, which is readable on any computer workstation. Because of this, people use it mainly to convert documents created in other software programs, such as Microsoft Word or PowerPoint. It keeps the look and layout of the source program intact, like an electronic snapshot. [5] [6]

Features of Adobe Acrobat XI Pro include:

- Create a PDF file from an existing electronic document and from a web page.
- Combine multiple electronic files into a single PDF document.
- Incorporate video into a PDF file.
- Convert a form created in another program into a fillable PDF form.

• Calameo's Background

Calaméo is the best online tool for publishing, searching for, and sharing all of your documents. Subscriptions can be used to arrange one's publications. You and your coworkers can also contribute comments to each publication and join debates. Publishing a document or browsing the publications is the greatest approach to get to know Calaméo [7].

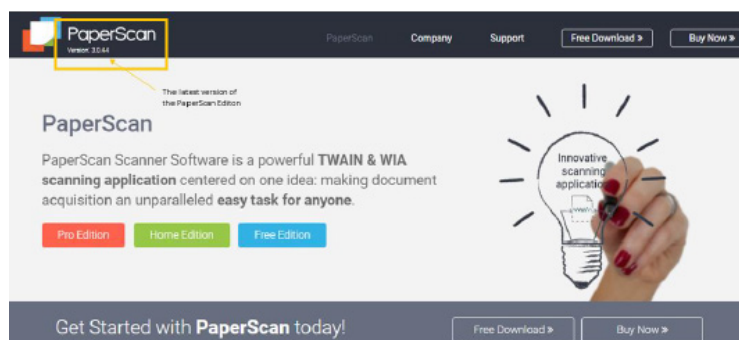
• Blog Background

Blog is a simple website that any user can build. On the Blog, one can post sketches , articles, essays, interviews, questionnaires, various study materials, and information about current and completed projects and activities. Each of these entries is referred to as a post, and it may contain photographs, video and audio files, links to various resources, and so on, in addition to textual content. It is simple to submit content, update it, and receive input from readers in the form of comments on Blog [8].

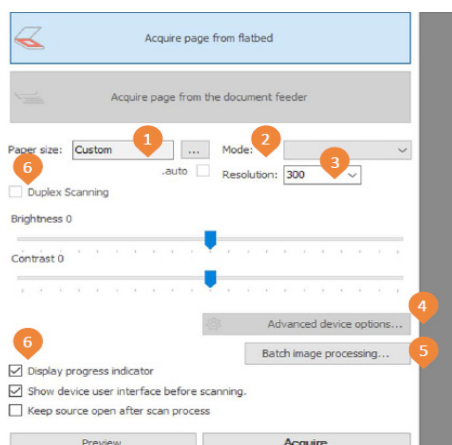
2) PROCESS PREPARATION

- **Program installation for scanning**

Scanning can be performed on any device capable of converting a printed image to a graphic image. Modern multifunction printers, in addition to the dedicated scanner that comes with the computer, can scan as well. Mobile phones can be used for scanning, which is the process of getting images of printed sheets. You must have a scanning program installed on your computer in order for the printer to scan. The installation package is available for free download at <https://paperscan.orpalis.com/> (See figures below)



Start Wizard - In this window, all functionalities to acquire your documents using PaperScan software are available. (See figures below)



1.Paper size: set the paper size.

2.Mode: select the acquisition mode (black and white, grayscale, color).

3.Resolution (dpi): 75-100-150-200-300-400-600-1200. Support for high definition document scanning (1200 DPI) has been improved.

4.Advanced device options allow you to customize your paper size, or choose your page format.

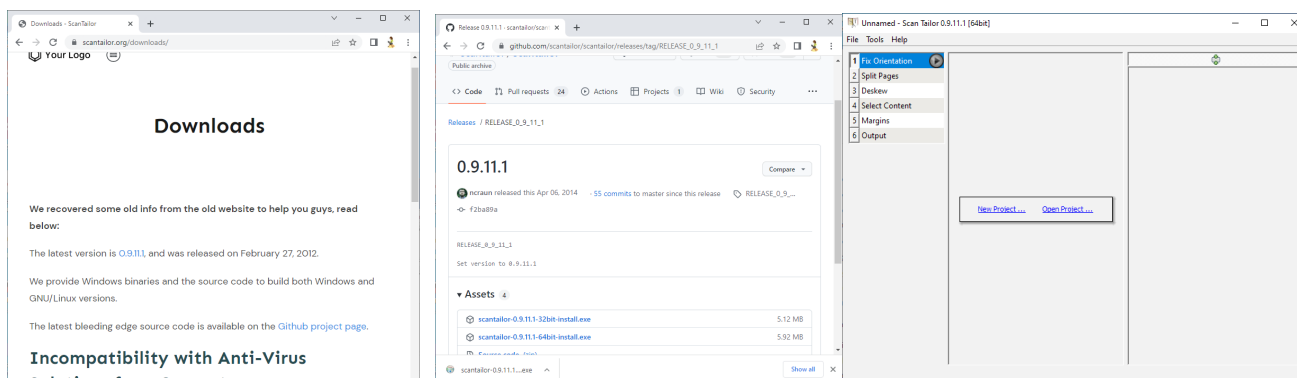
5.Batch Image Processing

6. Several additional functionalities are available: Duplex Scanning; Display progress indicator; Show device user interface before scanning; Keep source open after scan process

All these options can be used to acquire a document using the PaperScan software.

• Scan Tailor program installation

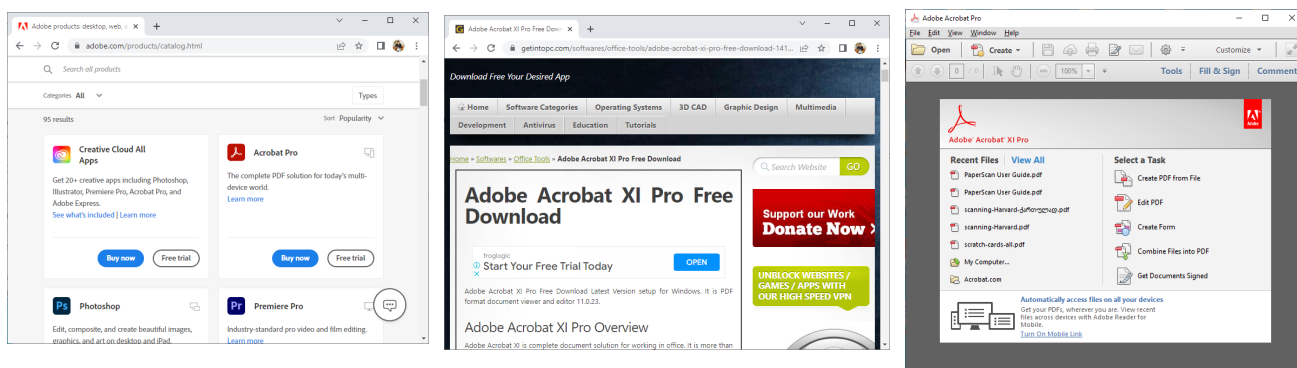
Installation and first start (For Windows) - The software application needs to be installed on a computer. It is available for free download from the official website <https://scantailor.org/downloads/>. The site offers 32-bit and 64-bit installation packages, namely 32-bit installer 0.9.11.11 and 64-bit installer 0.9.11.1; the package should be selected based on the computer capabilities. After downloading the installation package, Scan Tailor will be installed on the computer and will appear in the Windows Start menu. Once launched, the main window looks like this. (See figures below)



• Installation of Adobe Acrobat XI Pro

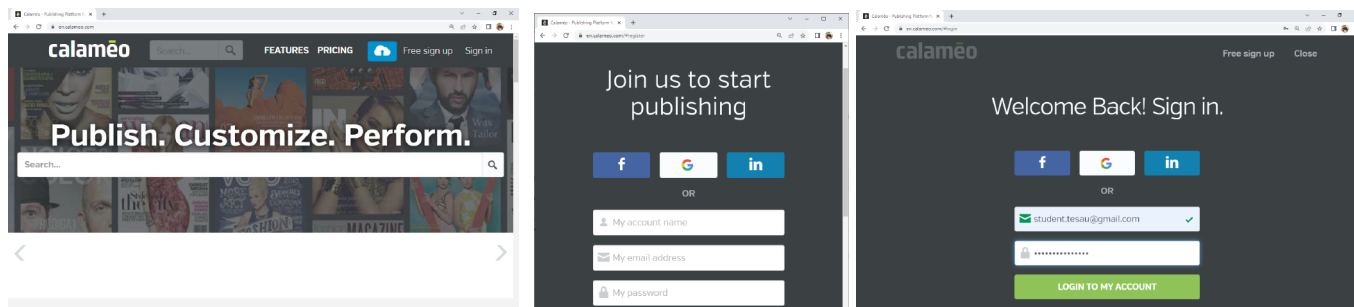
The software application needs to be installed on a computer. It can be downloaded from the following websites: <https://www.adobe.com/products/catalog.html> and <https://getintopc.com/software/office-tools/adobe-acrobat-xi-pro-free-download-1445884/>; Adobe Acrobat XI Pro Free Download (getintopc.com)

This software application is available in both free and premium editions. Adobe Acrobat Pro will be installed and appear in the Windows Start menu when you download the installation package. Once launched, the main program window looks like this. (See figures below)



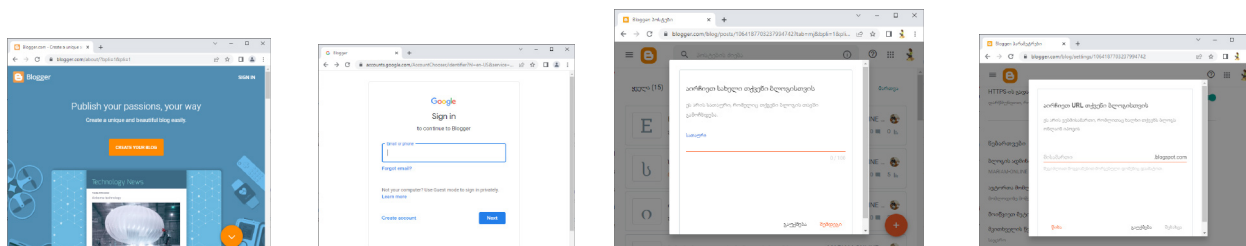
- **Registration for Calameo.com online portal**

Registration is free for Calameo.com. If you wish to have access to more features, you will need to upgrade to a PREMIUM account. You need to fill in the submitted fields to register. (See figures below)



- **Blog Creation**

Registration for Blogger.com online portal is free. You need first create a gmail.com account, then register on the site and start a blog. You must give it a name and select URL. The blog is included in the Google app package (Blogger). (See figures below)



3) PROCESS IMPLEMENTATION

- **Handwritten text scanning**

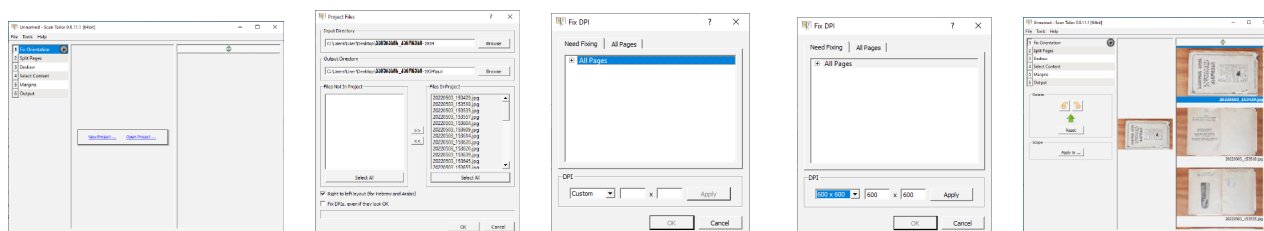
The handwritten text *Laws of Hammurabi* was used for the scanning process (Manuscript Archive of Telavi State University Library). We used the PaperScan software that came preinstalled on our phone to scan the texts. The graphic data received in the form of files were stored in the dedicated computer folder (See figures below)



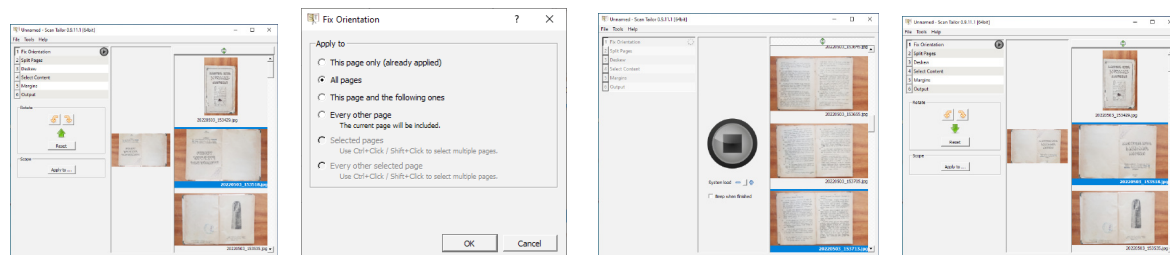
• Handwritten document processing in Scan Tailor

Scanned images are frequently of poor quality. Although both sides of an open book (odd and even pages) are usually scanned, a one-page book format may be required for binding the handwritten book. As a result, the supplied scanned material must be processed as individual files in the Scan Tailor environment, following the steps specified. (See figures below). The process starts when a new project is launched.

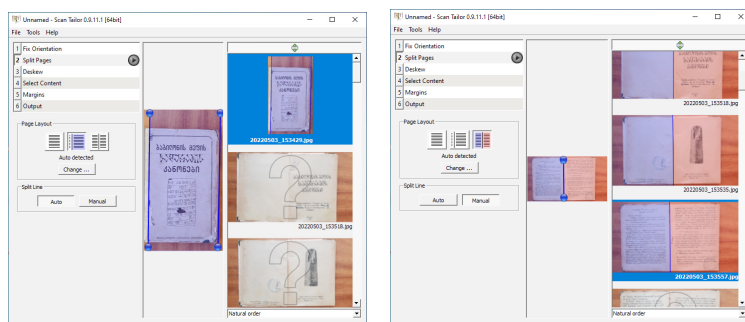
Stage I - New Project



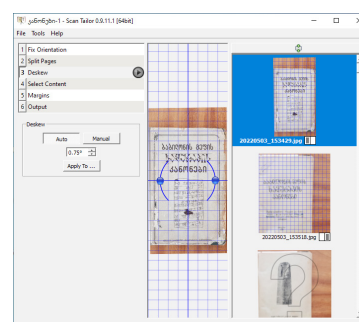
Stage II - Fix Orientation



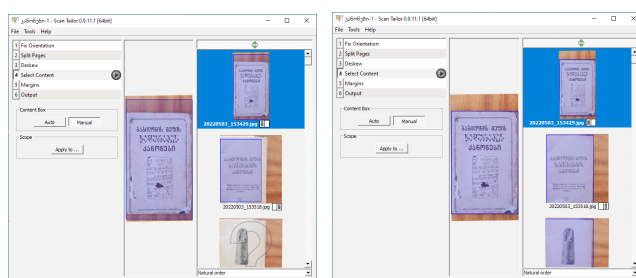
Stage III - Split Pages



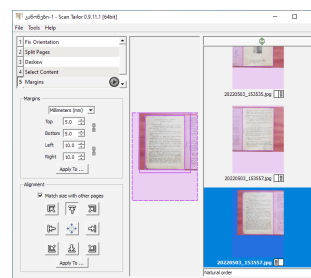
Stage IV - Deskew



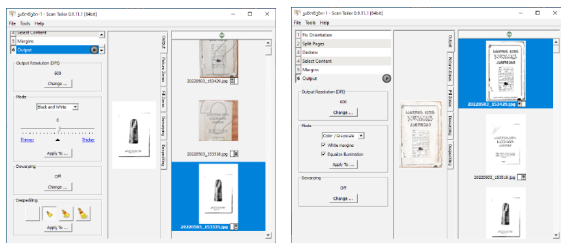
Stage V - Selecting Content



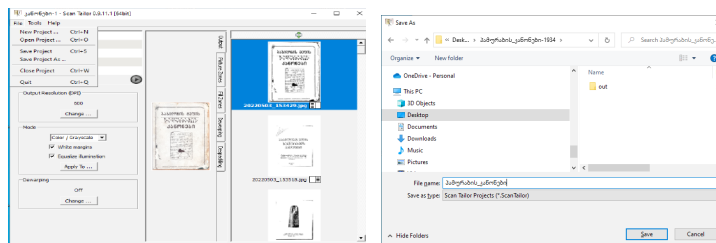
Stage VI - Margins



Stage VII - Output

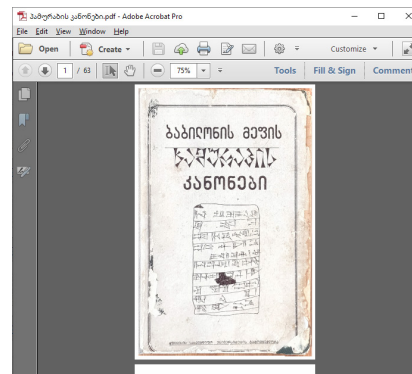
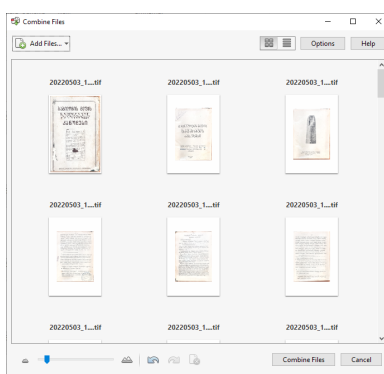
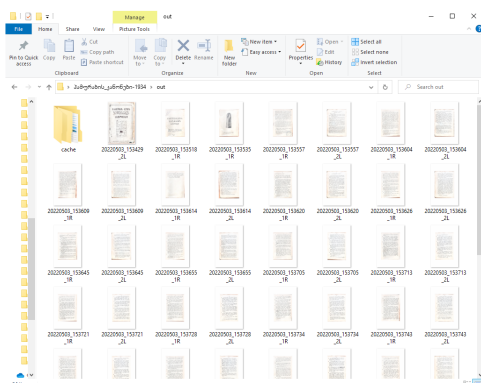


Stage VIII - Saving Result



- **Binding** processed manuscript documents into a book in Adobe Acrobat XI Pro

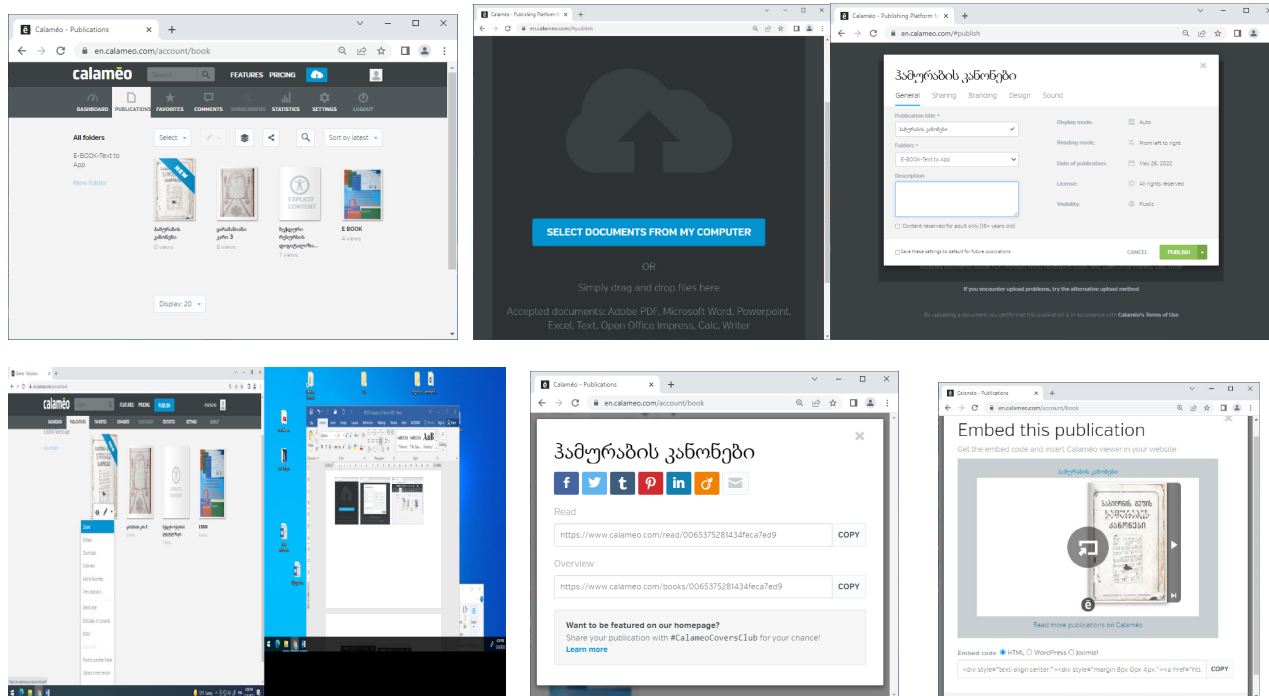
Adobe Acrobat Pro can be used to create an e-book from files corresponding to already processed graphic images, which is then saved as a pdf file. Due to the need for users to deal with pdf files, Adobe Acrobat is now installed on all PCs. The great majority of internet documentation is in the form of a pdf file.



- **Uploading a bound book to the Calameo.com online portal**

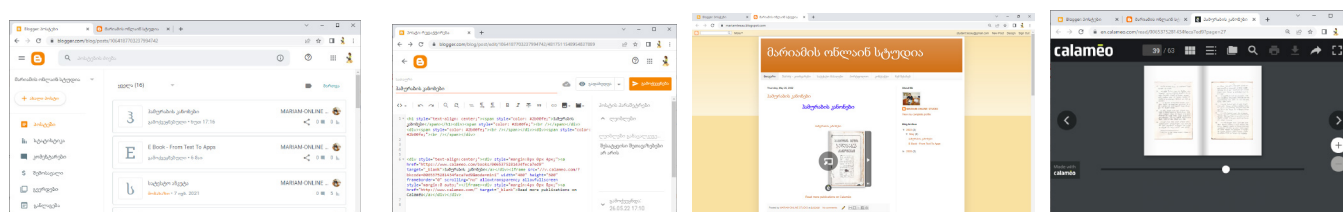
Adobe Acrobat XI Pro includes powerful file management tools that allow the author of an article to add relevant objects to the PDF file. In addition, files are easy to work with and convenient to manage. On the other hand, a document becomes more efficient when it is equipped with additional management features. For this reason, the Internet portal Calameo.com was chosen this time.

Using the portal functions in the Calameo.com cloud space, you can create an e-book that can be shared via a link or embed code. Some document editing features are available for a fee in the Calameo.com space. However, free editing software tools also offer a wide range of alternatives. The images below show the process of uploading documents to the Calameo space in chronological order, as well as snapshots of the sharing link and embed code. (See figures below)



- Embedding the HTML code of the Calameo.com web portal resource link on the blog**

The Calameo.com web space has been used to create an e-book that now needs to be presented to the target audience. This can be done with the help of the author's blog. We create a new blog post and embed code or add a share link to a phrase, word, or graphic, using a hyperlink to link to the desired document. The images below show stills of creating a new blog post and embedding the embed code, as well as snapshots of the final blog product and a link to the document, in that order. (See figures below)



CONCLUSION

The article discusses the process of converting handwritten content to digital format and storing it in the cloud by integrating many technologies and applications, which was carried out after studying and analyzing numerous scientific papers on this topic. The following software packages were used for this purpose: PaperScan; scan cutter; Adobe Acrobat XI PRO; Calameo.com; blogger.com.

Using the *Laws of Hammurabi* as an example (Manuscript Archive of Telavi State University Library), the technological aspects of converting a handwritten document into a digital format and storing it in the cloud are demonstrated.

The article focuses on three stages of technological aspects (description of the main functions; computer software; conversion of a handwritten document and uploading to the cloud), which ensure the conversion of not only handwritten documentation, but also any printed material or graphic information into digital format as well as their presentation to readers in an interactive mode.

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Lady Lazarus as the mythical phoenix rising out of ashes to take revenge on men

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Abstract

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. Along with Robert Lowell, Anne Sexton, John Berryman, Allen Ginsberg and W. D. Snodgrass, 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.

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

Sylvia Plath is one of the most admired and dynamic poets, novelists and short-story writers of the 20th century. She was born on October 27, 1932, in Boston. Though she took her life at the age of thirty in 1963, she had already a large following in the literary community. 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. In 1982, Plath became the first person to win the Pulitzer Prize posthumously for "*The Collected Poems*" (2008).

Along with Robert Lowell, Anne Sexton, John Berryman, Allen Ginsberg and W. D. Snodgrass, Sylvia Plath is considered to be one of the main representatives of the genre of confessional poetry in English-speaking literature. Confessional poetry or 'Confessionalism' is a style of poetry that emerged in the United States during the 1950s.

Confessional poetry focuses on a subject matter that has not been typical for American poetry earlier. Instead of focusing on external factors of universal emotions, confessional poetry views taboo topics, it portrays the poetic self as the poems deal with issues such as death, trauma, addiction, depression, mental illness and interpersonal relationships. The term "confessional" was introduced by the American poet and critic Rosenthal who called so a certain kind of poetry different from other modes of lyrics, while reviewing Robert Lowell's collection of poems and prose *Life Studies* (2001). Rosenthal defines confessional poetry as "*poetry that goes beyond customary bounds of reticence or personal embarrassment.*" (Rosenthal, 1960: 231) It is the poetry of the personal or "I." Private experiences and feelings about death, trauma, depression and relationships are expressed in this type of poetry, often in an autobiographical manner.

Sylvia Plath's confessional poems occupy a special place in American literature due to its nature, topics, treatment and imagery. Her hard life and bitter experiences had a great influence on her poetry. Plath has been regarded a deeply honest writer, whose incessant self-scrutiny has given a unique point of view to psychological disorder and to the theme of the feminist-martyr in a patriarchal society. Her literary reputation is mainly based on her carefully crafted pieces of poetry, particularly the verse that she composed in the months leading up to her death.

In the *New York Times Book Review* 2000, an American writer and poet, Joyce Carol Oates, described Plath as “one of the most celebrated and controversial of postwar poets writing in English.” (2001: 1972) Characterizing Plath’s writings, Margaret Rees said, “Whether Plath wrote about nature or about the social restrictions on individuals, she stripped away the polite veneer. She let her writing express elemental forces and primeval fears. In doing so she laid bare the contradictions that tore apart appearance and hinted at some of the tensions hovering just beneath the surface of the American way of life in the post war period”. (Anderson, 2020)

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. Both father and husband caused much grief and pain to Sylvia who has transformed this distress into poems full of pain, challenge and anger. Hughes’ infidelity deeply influenced Plath, thus experiencing the devastation of the broken marriage she started writing poems of rage, despair, love and vengeance. Sylvia Plath died on February 11, 1963. Suffering from the depression and melancholia she committed suicide, putting her head in the gas oven.

“*Lady Lazarus*” (2018) is considered one of Plath’s best poems. It was composed in 1962, during a creative burst of energy and published in 1965, two years after her death. “*Lady Lazarus*” belongs to the genre of confessional poetry. As Rosenthal (1974: 79) states, “*Lady Lazarus*” is a true example of ‘confessional’ poetry because it “puts the speaker himself at the centre of the poem in such a way as to make his psychological shame and vulnerability an embodiment of his civilization.” The poem was originally included in *Ariel*, collection of poetry, which was published posthumously in 1965, two years after the author’s death by suicide. “*Lady Lazarus*” (2018) depicts Plath’s mental state while she was going through tough times and her mind was flooded with suicidal thoughts. This complex and gloomy poem provides an example of Plath’s writing style. It has received a great deal of critical attention and is commonly interpreted as an expression of Plath’s suicidal attempts and thoughts.

The title of the poem is an allusion to biblical character “Lazarus of Bethany”, who according to the Gospel of John (John 11:1–44) in the New Testament, was raised from the dead by the magical power of Jesus Christ, four days after his entombment. (Clowes, 1817, 2019: 274) The account notes that Lazarus was one of the few Jesus Christ’s friends. He lived with his sisters, Martha and Mary, at Bethany, near Jerusalem. Jesus loved Lazarus and his sisters and when Lazarus died of illness Jesus was “greatly disturbed.” Although Lazarus had been buried for four days by the time Jesus arrived at Bethany, he was raised by Jesus from the dead and emerged from the tomb wearing his burial cloths. This miracle, witnessed by many Jews who had come to grieve with the family, inspired many to believe in Jesus as the Christ.

As Wagner-Martin (2003: 112) states “in brilliantly titled ‘*Lady Lazarus*’ Plath uses the metaphor of Lazarus returning from the dead, changing him into a woman (and a woman of some social power) so as to reverse the gender of that miracle”. She considers that this powerful title used deliberately by Plath demonstrates not only her “unforgiveness” of the misdeeds committed by the male world against women, but also her seeking vengeance on men.

“*Lady Lazarus*” (2018) 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. She says that men constantly bring her back to life, implying how little autonomy women can ever expect to have in a patriarchal world. Just like Lazarus of Bethany, Lady Lazarus is resurrected from the dead, but this resurrection, however, is undesirable, because the heroine wants to die in order to escape the profound suffering caused by living in an oppressive, male-dominated society.

Plath’s “*Lady Lazarus*” (ibid.) is a free-verse lyric. It consists of 28 stanzas each with three short lines known as tercets, 84 lines in total. The tercets give the sense that speaker (Lady Lazarus) is biting or spitting her words out. There is not any specific rhyme scheme. However in some instances, readers can find some rhyming or slant rhymes.

For instance, the first two lines rhyme together: *I have done it again.//One year in every ten* (ibid.: 2018:14) . Likewise, the last two lines form a rhyming couplet: *I rise with my red hair//And I eat men like air.*(ibid.: 2018:17). Plath composed this poem in an alternative iambic-trochaic meter.

Death, depression, pain, and power are the major themes of Plath’s poem “*Lady Lazarus*”. The poem 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, metaphorically based (as was mentioned above) on the biblical story of Lazarus and his resurrection (hence the title of the poem “*Lady Lazarus*”). The context of the poem suggests that the heroine is a Jewish woman whom Plath identifies with herself.

The woman says that she has tried to kill herself once every ten years, but surprisingly survived every time:

I have done it again.

One year in every ten

I manage it - (ibid.: 2018:14)

The first time, when she was only ten, it was not an attempt at all. It was just an accident. (*The first time it happened I was ten. // It was an accident.*) (ibid.: 2018:15) But, the second time she was determined to accomplish her goal of self-destruction. However, that attempt also bore no fruit. (*The second time I meant // To last it out and not come back at all.*) (ibid.: 2018:15)

In the second and third stanzas Plath compares herself to the Jewish victims of the Holocaust:

*A sort of walking miracle, my skin
Bright as a Nazi lampshade,
My right foot*

*A paperweight,
My face a featureless, fine
Jew linen. (ibid.: 2018:14)*

The first line shows us that, whatever she manages to do, it makes her a walking miracle, which takes us back to the title (Lazarus was miraculously raised from the dead by Jesus). She compares her skin to a “Nazi lampshade”. This is significant because of the idea that the Nazis used the skin of the Jews to make lampshades. Plath uses this horrifying metaphor to compare her own suffering to those of Nazi prisoners in concentration camps. She conveys the heaviness of her pain by comparing her right foot to a “paperweight”. This metaphor helps us understand that Plath’s pain is so real that it felt like a physical weight. The “paperweight” conveys the nature of her emotional pain.

The imagery of a “featureless” face reveals that she doesn’t feel any identity. She feels like a face lost in the crowd, one that no one would remember. Furthermore, she describes her face as a “fine Jew linen”. Jew linen was used to wrap the body of Lazarus before he was laid in the tomb. Plath’s reference to the “fine Jew linen” reaffirms that she already feels dead or rather, she feels nothing just as the dead do and this inability to feel is precisely what causes her to suffer.

The poem really starts to come together in the following (sixth, seventh and eight) stanzas, because earlier we had a whole bunch of grotesque bodily descriptions and references to Nazis. Here, Lady Lazarus becomes more specific:

Soon, soon the flesh

The grave cave ate will be

At home on me

And I a smiling woman.

I am only thirty.

And like the cat I have nine times to die.

This is Number Three.

What a trash

To annihilate each decade. (ibid.: 2018:15)

In the sixth stanza, she continues to explain the effect of death, saying that the flesh eaten by her grave will feel at home on her. Plath employs this imagery to explain the emptiness and numbness torturing her soul. She uses the description of physical decay to convey the way she feels that her soul is decomposing.

Speaking of herself as an already dead woman, Plath discloses the fact that she is actually alive. However, the tone of the poem reveals that she is disappointed at being alive. She identifies with death far more than with life. She thinks of herself as a decaying corpse, not the “*smiling woman*” of “only thirty” whom she sees while looking in the mirror. She compares herself to a cat (Remember the myth that cats have nine lives. That is what Plath refers to here.). But instead of talking about the number of lives she has, she is talking about the number of deaths and notes that “*This is Number Three.*” Lady Lazarus expresses her disappointment that she has not been able to die. She concludes that it will probably take many more attempts to reach death.

By describing her suicide attempts, Lady Lazarus gives us a new perspective of her suffering. She reassures the reader about her talent in dying, and sardonically declares that:

*Dying
Is an art, like everything else.
I do it exceptionally well. (ibid.: 2018:16)*

It is one of the most important stanzas of the poem, where Plath explains her own interest and “talent” in this “art” of dying. She seems to believe she will reach perfection through escaping her body. Since she has tried to die a number of times, she has become an artist in this art-form. She performs it better than others who die only once and forever. Like an artist trying throughout his/her life to create a masterpiece, Plath attempts to complete her magnum opus in this art form. In a confident tone she states that she does it exceptionally well. She has tried her best to die, but the circumstances have been unfavorable. She describes her death and resurrection as being “*theatrical*” (“*It’s theatrical // Comeback in a broad day*”).

Depicting her sufferings Plath names their source in the following lines: “So, so, Herr Doktor./ So, Herr Enemy.” (ibid.) “Herr” is the German word for “sir”. The use of the German word “Doktor” here refers to the Nazi doctors who brought the Jewish victims back to life, only to continue their misery. By putting an emphasis on the word “Herr” twice in this stanza, Plath claims that men are the enemy and the cause of her distress.

Throughout the poem, the female speaker expresses particular tension addressing various figures: God, Lucifer, Doktor, and a more general Enemy. She calls them all “Herr” (*Herr God, Herr Lucifer*), indicating that they are all men (It is worth mentioning that Plath’s father was of German origin). All these men represent the different kinds of male authority figures in the heroine’s life, such as religious figures, doctors or psychologists, her father, and all of them try to do their best to control her. The fact that the above-mentioned men comprise different prototypes, beginning from the prototype of good (God) to the prototype of evil (Lucifer), implies that all these men can represent the entire male-dominated society in which the heroine lives. Ironically, her wish to die might then be interpreted as a desire to escape this world and its oppression— i.e., perhaps, to the heroine, death represents a sort of freedom or reclamation of control over her own life and body.

In the last two stanzas she warns men to beware of her revenge, because she is going to rise out of the ash and “*eat men like air.*”

*Herr God, Herr Lucifer
Beware
Beware.*

*Out of the ash
I rise with my red hair
And I eat men like air. (ibid.: 2018:17)*

It is difficult to tell whether Plath is referring to herself when she “rises out of the ashes” as a physically alive woman who has failed yet again at trying to end her life, or as one who has died and will return as an immortal to take her revenge on men.

The “red hair” here could symbolize the mythical creature, phoenix (symbol of rebirth, resurrection, immortality, and life after death), who has burst into flames and then has been reborn from its ashes. The fact that the heroine has turned into a phoenix at the end of the poem, could signify her being stuck in a cycle of dying and being reborn. Her life is intolerable and it seems as though it will continue indefinitely, through the exhausting attempts of suicide and being brought back to a life she does not want. Death is the only solution to end her suffering. Being reborn from ashes, Lady Lazarus intends to destroy the men who have forced her to stay alive, because she is no longer a powerless victim and is ready to take her revenge.

Discussing the ending of “*Lady Lazarus*” (ibid.) with its images of transcending suffering both personally and aesthetically, Bloom notes: “*Out of the ashes of the concentration camps and the emotional ruins of the suicidal patient rises the mythical phoenix affirming her identity as both female and poet*”. (2007: 71)

The skill of “*Lady Lazarus*” (2018) is displayed by the tone of the ending of this poem which is ironic but without bitterness. As Aird (2009: 201) states “*we are out of the human world either of the voyeuristic onlooker or the concentration camp doctors and rising into the half-delirious visionary Paradise... . It is a Paradise of autonomy and recognized identity, an image of completeness;*”

Plath’s poem ‘*Lady Lazarus*’ (2018) is a perfect representation of one’s inner desolation and loneliness. Being a confessional poem, it is a really personal poem depicting heroine’s psychology, trauma, and extreme times in her life.

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THE IMPACT OF THE SYMOLISN OF THE COLOR BLACK ON ENGLISH SIMILES

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ABSTRACT

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. 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.

Key words: *Black, color, simile, symbolic meaning, emotional loading.*

Introduction:

The concept of symbol is discussed by various scholars in different ways. A lot of researches are dedicated to it. "Symbols have a special, defining place in the whole variety of sign-language means. It is the most capacious and significant, productive and concentrated form of expression of cultural values and meanings. It is the most powerful of all "tools" available in culture for the realization of its spiritual possibilities" (Akhmedova Z. Sh., Davlyatova G. N. 2021:233). Some scientists think that a symbol exists only in poetry, i.e. they recognize only poetic symbolism. "Symbolism imposes a new rhetoric, whose fundamental principles are: pure poetry, vagueness, ambiguity, irony, various prosodic innovations, the symbol, the suggestion, the discursive character, the principle of musicality, the principle of correspondences" (Pedersen E. G. 2015:593). It is true that symbols mostly are used in poetry; exactly in poetry they fully realize their capabilities. But symbolic loading is often found beyond the sphere of poetry, so are the other types of symbols "born": historical symbols that are related to Roman and Greek mythology, linguistic symbols that are the result of language evolution and have their own specifics, the so called "born" symbols express certain social phenomena, facts which are called realias. Such symbols can be the basis of motivated idioms. It is noteworthy that symbols shouldn't be mixed with connotations. The word can acquire connotative meaning regardless of in which word combination it is used – bound or free. As for the symbolism, it is the only connotative meaning of the word/phrase.

Symbols are especially interesting to be discussed in the perspective of color, otherwise saying color symbolism reveals more and more remarkable cases as differentiation of different colors are the results of the emotional meaning in the language.

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.

“The color black is inseparable from the concepts *dark* and *deep*. The lack of light is perceived either 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*” (Kemertelidze N., Giorgadze M. 2021:65). Another type of the color *black* is not absolute and has the tendency to be grey in color or twilight. *In the twilight, in the evening, in the black and dark night*. (Proverb).

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. Let us say a few words about a simile.

The term *simile* is derived from the Latin word *similis*, which means similar or like. A simile is a stylistic device that uses the connectors *as (if)*, *as....as*, *like*, and *seem* to create emotional contrast when a similarity or difference is established between two actually dissimilar phenomena belonging to different classes. “A simile is a complex conceptual and linguistic process of analogy, whose identification and analysis go back to classical Rhetoric” (Cuenca M. J. 2015:140). It is noteworthy that if two phenomena belong to the same class, we deal not with a simile, but with an ordinary comparison. 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.

Classification:

The offered research was conducted based on similes with the color *black*. The investigated material gave us the opportunity to distinguish different classes:

- 1) **The first class** unites the similes with the color *black*, which are not affected by symbolism.

We would like to discuss some similes that, according to *The Free Dictionary*, are considered to be idioms:

As black as a skillet – very black, e. g. *Ali's hands were as black as a skillet when he finished working on the car engine*.

In the mentioned simile, the color is not affected by symbolism; the color *black* is used in its nominative meaning. The dictionary offers several similar cases:

As black as a stack of black cats – very black, e.g. The little boy was as black as a stack of cats after playing outside all day.

As black as a sweep/coal – very dirty/black (a chimney sweep cleans chimneys and becomes very black.) e.g. My mother was as black as a sweep after she finished cleaning the roof.

As black as pitch/tar – very black, e.g. He began coming home as black as pitch after he began working as a miner.

As black as the ace of spades – very black, e.g. The horse in the parade was as black as the ace of spades.

2) The second class comprises those similes in which the symbolic meaning of *black* prevails.

Below will be discussed the cases of idiomatic similes where the symbolic meaning of *black* dominates. To understand the given phrases, extra linguistic factors should necessarily be taken into consideration, i.e. the etymology of the expressions. “The factors originating from the society are referred to as extra linguistic factors” (Ulanska T., Kuzmanovska D., Todorova M., Kirova S. 2020:2308).

As black as my hat – absolutely black.

The phrase *black hat* is frequently used to describe a bad person, particularly a villain or a criminal in literature, the film industry, or in real life. In western films, the color of the cowboy’s hat usually indicated whether the hero was considered good or evil.

As black as the minister’s coat – completely black; totally without light or color.

The coat was taken from Vana’diel’s faraway realm. It was supposed to have been worn by a lady who possessed such terrifying magical abilities that she was known as a “Wizzardess” across the world.

3) In the third class will be discussed the cases when the symbolic meaning of the both constituent parts of idiomatic similes should be taken into consideration; otherwise saying, the symbolic loading not only of the color *black*, but also of the noun to which it is compared has to be considered.

As black as a raven.

This phrase can be discussed in two ways. On the one hand, the color *black* is used in its nominative meaning (completely black; totally without light or color) and is not symbolically loaded - *This dress is as black as a raven*. On the other hand, depending on the context, the symbolic meanings of both components of the phrase (in the given case of a simile) should necessarily be taken into consideration. Otherwise saying, the whole expression bears a symbolic loading.

She narrowed her eyes, and I could tell her thoughts had turned as black as a raven.

The simile means a thoroughly evil, mean-spirited thing that is conditioned not only by the symbolic meaning of *black* but also by the symbolic meaning of the word *raven*.

The same can be said about the following similes: *as black as the devil*, *as black as death*, *as black as thunder*; but unlike the previous example, in these cases only the symbolic meaning of the color *black* dominates, certainly, together with the symbolism of the second elements. For instance,

Looking into his eyes, I saw his heart was as black as the devil.

When I looked up, his face was as black as thunder, and I knew that I was in trouble.

All these phrases are fixed in dictionaries, thus belong to the etic level. However, context can change their meaning.

Now let us discuss the cases of similes with the color *black* taken from literature.

O wretched state! O bosom black as death!

O limèd soul, that, struggling to be free,

Art more engaged! Help, angels! Make assay.

(W. Shakespeare “Hamlet”)

These are Claudius’s words. The phrase “wretched state”, an emotion that Claudius seldom reveals, raises the possibility of committing suicide. The simile uttered by the King *bosom dark as death* vividly shows that he is aware of his own wickedness, also the harm he caused to Denmark, and suddenly feels his bosom as dark as death. In the given example, symbolic meaning is very important.

That has no relish of salvation in ’t—

Then trip him, that his heels may kick at heaven,

*And that **his soul may be as damned and black***

*As **hell**, whereto it goes. My mother stays.*

This physic but prolongs thy sickly days.

(W. Shakespeare “Hamlet”)

Hamlet believes that killing his uncle while he is praying will result in his soul being sent to Heaven, which will not be proper retribution for his actions. With the help of the symbolically loaded simile *his soul will be as black as hell* Hamlet identifies Claudius’ soul with darkness and hell.

Conclusion:

Thus, based on the investigated and analyzed material, three classes of idiomatic similes were revealed. 1. Similes with the color *black* which are not affected by symbolism; 2. Similes in which symbolic meaning of *black* prevails; and 3. The cases when the symbolic meaning of the both constituent parts of idiomatic similes are considerable.

It is also noteworthy to mention that in literature, the color *black* is more symbolically loaded than in idiomatic similes.

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Impact of the Covid-19 Pandemic on the Learning Process

Natali Amiranashvili

Abstract

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.

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

1. Introduction

The Pandemic has significantly affected the learning system. Not many could afford to hire private teachers, causing a big blow to many children. A lot was not done. Children have suffered greatly, and a lot has to be done to cover the consequences. As of now, no nation has managed to control the Pandemic wholly. The world, in general, is overwhelmed by the devastating spread of the Pandemic. It is still not clear when the Pandemic will be finally gone. Many people have had to change their lifestyle, forcing learners to stay at home and practice self-isolation, thus implying working and learning remotely. Apart from total lockdown, many deaths have also been reported. The increase in the new cases and the mortality rate brought about by the epidemic spread of Covid-19 is alarming. So many people, including school children, have lost their lives. We are grateful to the medics who worked day and night and later came up with a vaccine that has helped curb the situation in great ways.

2. Literature review

Research has confirmed that the Pandemic brought various changes, affecting global human activities, including learning, the central area of concern, the transport sector, sports, social gathering and entertainment, business, and the economy. Minimal research has been done to investigate the repercussions brought about by the Pandemic. So the study aims to fill in the gap.

To return to the routine, every student in the world deserves the best education regardless of their gender or race. Parents had to devise new ways to keep their children learning during the Pandemic people had to remain in quarantine in their own homes to avoid contamination.

According to UNESCO, the Coronavirus pandemic was addressed without considering its consequences on the education sector. It was not considered that the future of students was hindered. Some of the measures undertaken like lockdown affected students. Education has indeed come to a close, at least for quite a while, since not all parents and guardians can afford to hire private tutors. Worse still, none was ready to welcome an outsider into their homes in fear that they would contaminate the children with the disease.

There are wide varieties of pandemics affecting humans. Such pandemics include acquired immune deficiency syndrome, plaque, cholera, smallpox, dengue, tuberculosis, and now the recent Coronavirus broad effects on the economic prosperity in one way or another.

Education has a significant contribution to the attainment of goals.

Among the students who were affected by the Pandemic:

- 5% were happy because they were not schooling for some time.
- 50 % did online classes.
- 40% could not afford the cash for online classes or hire private tutors.
- 5% were not affected in any way by the Pandemic.

3. Methodology

Survey methods like qualitative research designs were used to explore the consequences of the Pandemic while contacting this research. The study is divided into three parts. Chapter one is an overview of the Coronavirus disease in schools. A review of the Coronavirus and the education sector is handled in chapter two. Chapter three is the research methodology that was used.

3.1. participants

An appropriate sampling method was applied since it was quite difficult to reach people during the quarantine period. The potential population of the study, i.e., students of primary school age who were questioned, was close to 1000. But only 80 learners, teachers, and parents responded, so the sample is far from representative.

The results are worth publishing as the responses are almost similar for most of them even though the respondents come from many countries: Georgia (40), USA (5), Brazil (5), Tunisia (10), India (4), Slovakia (5); Russia (10), Turkey (10). Participants from 8 countries make me raise my voice for the entire world regarding the problem. The participants are unknown to me in person. Most of them are young teenagers between 11-and 14 years. There were also a few teachers and parents.

The complete number does not represent the entire student population in the given countries (and the whole world). Their feedback is similar to the general picture, so it is sort of a random selection, which enables the researcher to speak about similar problems.

3.2. Results and analysis

The results of the research are outlined in the three chapters below.

Chapter 1. Overview of the Corona Virus Disease in schools.

Here is what some Georgian children had to say about covid -19. "The first Coronavirus disease was first reported in Wuhan city in the people's republic of China. W.H.O. declared it a global pandemic in December 2019. The outbreak is one of the worst disasters that the world managed in history. Several types of research conclude that aged people and those with chronic existing diseases are at risk of complications of the illness disease (W.H.O., 2020). The primary symptoms of the disease include running nose, sneezing, difficulties in breathing, and fatigue.

Global Response to the Pandemic

American students told me the following. “The wide spreading of this disease calls for an immediate intervention to salvage the education sector. To counter the drawbacks, teachers should come up with suggestions to improve the situation by providing advanced digital infrastructures such as tablets and smartphones that can be used even in rural areas. The media such as radio and television are also recommended help in education. Otherwise, we will lose a great deal since we are at a very crucial age in our life. These measures can only be actualized by sensitizing parents and teachers about the importance of online learning”.

The American youngsters have highly suggested better support for all young primary school learners.

Table 1. Ways in which young students chose to cope with the Pandemic.

Age	I used the internet and studied through zoom	Hired private teachers	Poor ones who could not afford to hire private teachers
11-12 years	50 %	10%	40%
13 years	40 %	15%	45%
13-15 years	5%	8%	9%

-From the above table, it is quite clear that the teenager students did not like studying. They preferred to play games on their smartphones rather than concentrate on their studies.

The effects of the Coronavirus pandemic on education

Indian students felt that the Pandemic had negative effects too on the learning process. Here is what they said

- The Pandemic has hurt education worldwide, leading to schools closure. Academic activities are disrupted seriously.
- Schools are closed to contain the situation and manage the crisis. Learners had to forgo extracurricular to cover up for the lost time during the Pandemic.
- There is a high cost associated with the closure of schools from educational, social, and economic aspects, and the interruptions were severe for disadvantaged families.
- Long before the Pandemic, learning had various existing challenges. Having to deal with covid-19 was a significant blow to the sector.
- It is not certain how long the recovery process will take.
- Later after the introduction of vaccines, governments took a step to open schools, but it proved to be still challenging.
- Learning institutions had to incur a cost putting up the covid-19 measures to ensure that learners are safe.
- That seems to be a tall order for the government and the stakeholders. It would be years before everything in the education sector is back to where it was.

CHAPTER 2. Covid -19 and the Education Sector

Georgian students had this to say:

“The effects of the COVID -19 disease are more likely to be felt for a longer time if preventive mechanisms are not implemented to counter the Pandemic. There is a threat to the right to education brought by immediate school closures. That leads to a negative impact on the performance output of the learners. When students are away from school, there is an increased risk of children engaging in destructive activities and using the internet for the wrong purpose. Academic achievement is severely affected by the Pandemic. Learners needing special attention are not in a position to get the much-needed attention that they require”.

3.5. Discussion

- School closures due to the Pandemic meant learners were staying away from school. The emergencies associated with the disease were severely felt and needed the relevant stakeholders to find a way of countering that. Parents and learners who could not afford the required infrastructure to keep learning were disadvantaged and could not continue education. Although closing schools might be for good reasons, the school closures during the Pandemic were destructive to the education system. It is worth noting the repercussions of students staying away from school can be proactive or reactive”.
- To keep abreast with the syllabus, it was imperative that learners had to embrace virtual learning. More people had to embrace online learning. The beauty of technology is that it can learn from the comfort of any location, not just limited to school.
- The new normal would be the world coming up with ways to support remote learning. There are unlimited resources the learners can access online.
- Learners can be productively involved in the teaching with the new internet mode. The advancement of online knowledge reduces boredom, making learners less productive.
- Schools already embracing technology and the internet seemed to have a competitive advantage. Students had to adjust to the new learning techniques, posing a challenge in countries with no relevant infrastructure.
- After the world embraced technology, there was a positive effect on the learning process. Most teachers would go forward welcome the use of technology to deliver education. Some teachers suggested that continued exposure to the online world for the learners was a great idea. Both teachers and learners gain practical skills for online teaching and are helpful in the long run. Methods like zoom have been a great help to students. Teachers would deliver lessons to students in the comfort of their homes, and this is what has rescued education a great deal. Although it has got its disadvantages, for example, it is not easy for the teacher to monitor the students and follow them closely, it was worth it. The method helped maintain the learning process in great ways, and most students have gained from it. Students would also deliver their homework through the internet by email.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter aims to outline the research methodology to satisfy the research objectives. The methodology details the research design adopted the population of the study and methods of collecting data.

Data Collection

Primary data was collected by preparing questionnaires and administering them to respondents. Secondary data was obtained from online resources, media reports, and journals.

Conceptual Framework

The figure below illustrates how the Pandemic has affected the education sector.

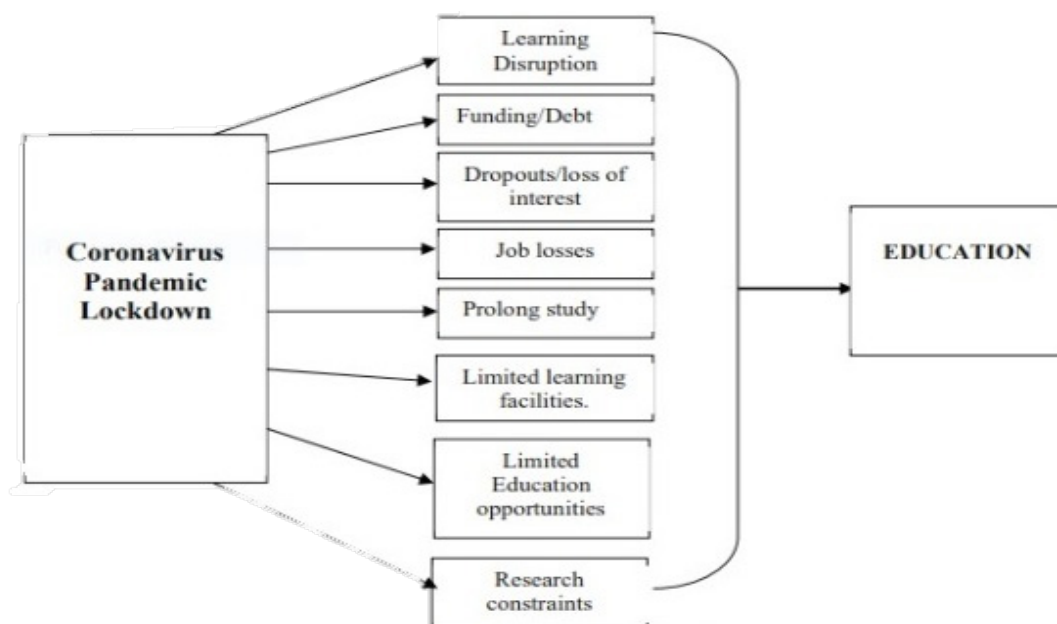


Figure 1 Conceptual Framework

Sampling Design

The study adopted a survey design. The advantage of using a survey design so that it limits the answers; hence the data is clean and reliable.

Participants

A sample of 80 interviewees was selected, most of them students, educators, parents, and policymakers.

Methodology

The questionnaires were used on an online user survey platform.

Procedure

Secondary data sources were extracted from media, journals, and newspapers. Data analysis was done using factorial research and STATA software programs.

Ethical Issues

The nature of the study was clearly explained to the participants. Consent was obtained from the respondents before participation. Interviewees remained anonymous to avoid harm.

Limitations of the Study

The survey does not look into the efficacy of remote learning during the lockdown period advice is that I should therefore contact other researchers in this area.

There were very few people ready to contact the research and answer the questions.

4. Conclusion and Recommendations

A conclusion has been made that Coronavirus disease has greatly affected education. It has had a strong impact, especially on primary school children who still need a close follow-up by their teachers and instructors. They are not like the bigger students who can be given some homework and can do it all by themselves. It has been a big challenge for the younger students. The negative effects of the Coronavirus were and are still more prevalent and quite severe on students of more youthful age. Despite the big challenges, a lot still needs to be done to help these kids continue with their learning process. The comprehensive information gathered was analyzed through special statistical tools and the STATA software packages for this case. The findings of this study confirm that A lot needs to be done to normalize the pandemic outcome. Most countries had to have a lockdown to avoid further spreading the deadly disease. Children were mostly at risk because of being in school. They interact more often. The disease is an infectious disease, so something had to be done to ensure minimal interaction between them. The only solution was to ensure that each child remained in their own home.

Further research should investigate the effectiveness of virtual education and technology in enhancing learning. It is advisable to study the effects of school closure on people with disability, especially those in developing countries. The impacts of the coronavirus pandemic were experienced by students and educational institutions, educators, government, and other stakeholders. The survey acknowledges that the idea of closing may be hurtful. However, it's worth noting the dangers caused by the Pandemic; thus, the abrupt closing of schools remains a warning to the whole education system, more so for people who are yet to adopt remote learning.

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Appendix

I am contacting research on the impact of the Covid-19 Pandemic. All answers shall remain confidential. I kindly ask you to feel free to answer the following questions.

1. Were teachers able to deliver education during the COVID-19 Pandemic? If yes, how far did they go on with teaching?
2. Which factors made learning difficult, and which factors aided teaching?
3. How can continuity of teaching and learning be strengthened during emergencies such as the COVID-19 Pandemic?

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

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Abstract

Nowadays, much attention is paid to the 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 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 and join the unhappy scholars whose articles and even dissertations are at risk due to several errors in their reference list. The survey held online involved two demographic information items and 12 content items in 5-point Likert scale format. 121 respondent from 19 countries took part in the research. The current research revealed that the majority of researchers realize the importance of citation and referencing rules, however, the respondents in the current research would like the rules to be easier to follow and more similar between different styles and variants. While the researchers were recommended to go on following the instructions (unless/until they become more reasonable), while editors and publishers were recommended to apply more doable rules.

Key words: citation, referencing, research ethics

Introduction

Being a PhD student scientific supervisor and the PhD program coordinator in education sciences for many years, as well as Journal of Education in Black Sea Region editor-in-chief, I regularly have had to deal with citation and referencing and, frankly, it makes me unhappy how much time I dedicate to these formal things without much success. It looks like young (mostly, but not only!) researchers either do not realize why it is necessary to observe all those italics, capitalization, etc. rules or are simply unable to fulfil the instructions (follow the samples). Is all that worth the fuss? Maybe let them refer to the works they have read the way they think acceptable? In this paper I will try to understand their and editors' motives. Although there are some publications dealing with the importance of observing the required formal rules and their perception by researchers (), they are not numerous. Therefore, the article will try to bridge this gap.

Literature review

Some history

The Industrial Revolution of the 18th-19th century stimulated a faster development of the so-called exact sciences, with measurements, experimentation, and quality issues / standard application in mass production. Analogous processes took place in education research. It became widely agreed upon that we can call a piece of knowledge scientific only if its findings are supported empirically (based on, concerned with, or verifiable by observation or experience rather than theory, common sense or pure logic) (Britannica, n.d.). For education science it, however, does not exclude a qualitative / subjective component, as all humanities and social sciences deal with the complexity of human beings. Consequently, the flow of research work followed, which required certain systematization and standardization, to enable the researchers and publishers (to say nothing about those who were the customers of their products) to find a common language and understand each other well.

Chicago claims to be the oldest citation style, originating in 1891, when handwritten papers were submitted to the University of Chicago Press and typeset by hand (University of Illinois Press, n.d.). Soon APA, Harvard style, MLA and some others followed.

Advantages and challenges

Santini (2018) states that developing citation / referencing rules was necessary due to the following reasons:

- To create discourse community (e.g., APA style - psychology, education, social sciences, nursing and anthropology);
- To satisfy editors' desire for a neat, reliable, and standard product;
- To avoid information overload;
- To overcome the "growing pains" of professionalization (Evans, 1992);
- To provide objective narration (the absence of colorful language, metaphors or other attention-grabbing elements) (Dillon, 1991).

Santini (2018) also mentions that improper citations "can range from doubt being levied at the individual's academic ability, to his/her academic honesty, or even the suggestion of potential plagiarism. Meticulous referencing of sources will eliminate all of these concerns.... Attention to detail cultivates good habits and the detail required in referencing and preparing a bibliography focuses attention on the whole research procedure. It aids scientific thought and analysis and makes for better research reporting.... An editor or reader may interpret poor referencing as a sign of intellectual laziness, unclear thinking, and inaccurate writing (p.3)."

What makes researchers' lives difficult is that there are so many citation / referencing styles, which include two large groups: in-text (e.g., MLA and APA) and footnote (e.g., Chicago). The reason is, initially they originated in different discourse communities (e.g., Chicago style for history, while MLA for the majority of humanities), based on some specific features of specialties. Had they always been that separated, it would not have caused so many protests and problems. However, each journal, university, and dissertation board chooses not only different styles, but also different versions of the styles (e.g., APA 5, 6 or 7), which is very confusing for researchers, especially beginner ones. New versions of styles are being introduced due to some changes in the professional communication. For instance, APA 7th edition was introduced, as "citing online material has become more common, the use of inclusive and bias-free language is increasingly important, and the technology used by researchers and students has changed" (Streefkerk, 2019). Although, obviously, the changes are made for a better adjustment to new trends, they cause to confusion, especially of the authors who have published for years and prolifically.

Although there are obvious advantages in having a standard referencing style, there have been contradictions not only among scholars, but also among editors of scientific journals. As early as 1904, Titchener, the head of Cornell University's psychology laboratory, and James McKeen Cattell, then editor of *Science*, *Scientific Monthly* and *Psychological Review*, both of them famous psychologists, had a hot debate concerning the need to standardize the scientific writing. While Cattell supported standardization, Titchener supported creativity: "Science, and I think that Universities, must be heterogeneous if they are to be at their best" (Titchener, 1904, June 17). Should research be "mass-produced goods like those at a supermarket shelf rather than the product of craft, which in turn replaces scientists with bureaucrats and managers?" (Almeida, 2012). "Students expend a disproportionate amount of precious time and attention trying to avoid making mistakes. Soon, they also begin to associate "good" writing with mechanically following rules rather than developing good ideas" (Schick, 2011).

Although very irritating, most of those requirements of parentheses, quotation marks, comas, full stops, capitalization and italics do have some justification:

- Reference is a sort of address. To find a person, you need his/her name, date of birth and probably parents' names (to exclude namesakes), and residence. Correspondingly, to find a work you need author's name (full, if available), publication year, title of book/article, pages for article, journal name / publishing house.
- Why capitalize? – There was a tradition in English. In APA 7 (thanks God!) it is avoided, except journal title.
- Inverted comas were also a tradition, which nowadays has disappeared from the majority of quotation styles.
- Why use italics? – To make some part more visible, e.g. Thorndike, E.L. & Gates, A.I. (1929). *Elementary principles of education*. Macmillan.
- Author first name before or after the surname: To simplify alphabetic search, after the surname.

However, too many rules do not really serve the purpose. I express my total solidarity with the above-expressed opinions and believe that citation / referencing has to involve the basic information: authors' names, publication year, title of book/article, pages for article, journal name / publishing house, and that's all. Today there is also a wonderful way to find any publication even if part of information is missing: DOI. If, from now on all publications have the digital object identifier, in a decade or so, to my mind, the difficulties of citation / referencing and finding the cited work may be completely removed and it might become a good reason to simplify the rules.

Methodology/method

The research is based on the objectivist (Positivist) epistemology, ontology, and axiology. Positivist epistemology views knowledge on observable phenomena that has the potential to be generalized. Positivist ontology views educational processes as objective one (Mack, 2010). That is why quantitative research method (survey) was applied.

By making up the questionnaire in a way reflecting only the respondents' views, the researcher makes educational research follow objectivist axiology (Moroi, 2020). Therefore, the research tool – questionnaire – was developed by me based on the literature analysis above. The items did not involve any 'driving' ones, therefore, the researcher's view was not clear to the respondents.

Tool

The questionnaire was assessed by two expert colleagues, to provide its validity. Also a test-retest procedure with 10 respondents who later did not take part in the research was applied to find out its reliability. They filled it in, took a five-minute break, and filled it in once more. The Chronbach's Alpha procedure helped to obtain the Pearson correlation=0.992, which is very high, which reveals that the questionnaire results are consistent, therefore, that the questionnaire is reliable.

Table 1. Defining questionnaire reliability

Questionnaire item		Mean result (First application)	Mean result (Second application)
1		4.1	4.1
2		5.0	5.0
3		4.2	4.2
4		4.2	4.3
5		4.9	4.8
6		4.9	4.9
7		5.0	4.9
8		4.0	4.1
9		4.9	4.9
10		4.1	4.1
11		5.0	4.9
12		5.0	5.0
Var. 1	Pearson	1	0.992
	Correlation		
	Sig.		0.000
Var. 2	Pearson	0.992	1
	Correlation		
	Sig.	0.000	

Three questions in the questionnaire dealt with participants' demographic data, while the other 12 – with their attitudes and especially challenges in connection with the need to observe rigorously various citation and referencing rules. These 12 items were assessed in a 5-point Likert scale (1- completely disagree, 2 - disagree, 3-neitehr agree, not disagree, 4 – agree, 5 – completely agree).

The questionnaire was applied online, through Google forms.

Participants

The potential participants were reached via Facebook, Academia and Research gate. The respondents were volunteers, many of whom I did not know personally. The sampling method applied was purposeful (people who have to publish research) convenience. 121 people responded the questionnaire in one month's time. The respondents were from respondents from: Armenia (1), Azerbaijan (3), Canada (2), Georgia (77), Hungary (1), Indonesia (3), Iraq, Kurdistan Region (3), Jordan (2), Lebanon (1), Nigeria (8), Philippines (2), Poland (1), Serbia (1), Tanzania (2), Thailand (2), Turkey (3), UK (1), USA (4), Vietnam (3), and Zimbabwe (1). 27.3% of them were masters, while 72.7% - doctors. 33.1% of them had from no to little experience of doing / publishing research, 32.2% had published several papers, while 34.7% had many enough publications and have been publishing for 5 years or more. The fact that more than a third of the respondents are to a certain degree experienced in publishing, however (as it will be seen) have certain problems with citation and referencing styles is important for the current research.

Results and analysis

The obtained results are presented in table 2.

Table 2. Survey results on researchers' view on citation and referencing styles

Item	1	2	3	4	5	Mean	S t . Dev.	Skewness	Kurtosis
1. I realize that observing citation and referencing styles is important for academic honesty.	0.8%	0.8%	3.3%	11.6%	83.5%	4.78	0.63	-3.57	14.50
2. I realize that it is important for systematization and standardization.	0.8%	1.7%	2.5%	17.7%	79.3%	4.69	0.68	-2.91	10.03
3. I realize that it is important for creating discourse community.	1.7%	2.5%	10.7%	31.4%	53.7%	4.32	0.89	-1.49	2.36
4. I realize that it is important for the quality of publications.	0.8%	2.5%	2.5%	13.2%	81%	4.70	0.71	-2.97	9.60
5. While publishing in different journals and for different conference proceedings / publishing houses, I often have to apply various citation and referencing styles.	1.7%	4.1%	9.9%	28.9%	55.4%	4.31	0.93	-1.49	2.00
6. I have to memorize the requirements of various citation and referencing styles.	9.9%	9.1%	26.4%	27.3%	27.3%	3.50	1.26	-0.54	-0.58
7. I each time have to check my writing with instructions for authors.	0%	5.8%	9.1%	28.8%	55.4%	4.35	0.87	-1.28	0.87
8. Although I seem to know citation and referencing styles well (or I check my text against the guidelines very accurately), I still manage to make mistakes.	2.5%	10.7%	20.7%	33.1%	33.1%	3.86	1.06	-0.70	-0.19
9. The informative part of the citation and referencing styles (authors' names, article title, publication date and place, pages) is really essential for the academic honesty.	0.8%	0.8%	7.4%	15.7%	75.2%	4.64	0.73	-2.31	5.93
10. I believe that the format part (capitalization, using italics, commas, full stops, etc.) of the citation and referencing style is a waste of researcher's time.	28.1%	16.5%	22.3%	14.9%	18.2%	2.89	1.56	0.10	-1.52
11. I believe that the format part of the citation and referencing style is very stressful and limits researchers' creativity.	14%	19.8%	30.6%	18.2%	17.4%	3.0	1.25	0.03	-0.91
12. I'm afraid that changing the variants of the same citation and referencing styles is just a way to make money by making people buy new guides.	14.9%	12.4%	33.1%	23.1%	16.5%	3.20	1.33	-0.16	-0.98

The first four items of the questionnaire deal with understanding by the respondents of the role of citation and referencing rules for academic honesty ($M=4.78$; $SD=0.63$), systematization and standardization ($M=4.69$; $SD=0.68$), creating discourse community ($M=4.32$; $SD=0.89$) and the overall quality of publication ($M=4.70$; $SD=0.71$). All these ideas are supported by the majority of the respondents, especially the importance of referencing and citation for academic honesty / integrity. Relatively lower are the results for 'creating discourse community', probably, this means that the respondents are less aware of the idea. However, according to SD, skewness and kurtosis, it is possible to see that the curves for the items are not normal (except the third item), which means that the opinions of the respondents differ perceptibly ($SD>0.5$), the data are negatively skewed, meaning that the left tail is longer (skewness <0), and the distribution is too peaked (kurtosis >1), therefore, the results in reality are a bit worse than the means reveal. Anyway, the researchers mostly understand the importance of correct citation and referencing.

The majority of the respondents come across the need to apply various citation styles / variants, however, their opinions are heterogeneous ($M=4.31$; $SD=0.93$). The curve for this item is normal (the skewness and kurtosis are between -3 and 3), so the mean is quite trustworthy. More than half of them try to memorize the requirements, to save the time spent on writing the references ($M=3.60$; $SD=1.26$), their ways to solve the problem, judging by SD, differ significantly. The curve for this item is normal, a little skewed left. The mean is trustworthy enough.

As responsible authors, their majority checks their references each time ($M=4.48$; $SD=0.87$), the curve for this item is normal, reasonably skewed left, so the mean is quite trustworthy. However, 66.2% of the respondents admit that they make mistakes in citation and referencing format. This indicates that format requirements are too complicated to follow. This finding should be thought-provoking for those who develop longer-and-longer (with more and more details, not easy to follow) manuals for different styles which differ more and more in technical details. The mean for this item is reasonably high ($M=3.86$; $SD=1.06$). Although the opinions differ, but the curve for this item is normal, correspondingly, the mean result is quite trustworthy.

The researchers definitely discriminate between the informative part of the citation and referencing rules (the majority of them support it: $M=4.64$; $SD=0.63$, however, the curve is not normal, it is perceptibly skewed left and too peaked, so the real results may be not as optimistic, as the mean) and the format, the attitude towards which is much more negative ($M=2.89$) and heterogeneous ($SD=1.86$), while the curve is too flat (kurtosis <-1).

More than one third of the respondents (35.6%) view the requirements to citation and referencing too stressful ($M=3.0$; $SD=1.25$). Although the opinions differ a lot, the curve is normal, so the result is reliable. This percentage exceeds both the percentage of those who possess only master's degree among the respondents and that of inexperienced researchers. This result is especially thought-provoking. Especially taking into consideration the fact that more than a third of them (39.6%) doubt that style changes may be not for the purpose of better reflecting the needs of a particular branch of science, but due to financial interests of scientific functionaries ($M=3.20$; $SD=1.33$). The curve is normal, a little skewed left, but still its results talk for themselves.

Discussion

The current research revealed that the majority of researchers realize the importance of citation and referencing rules. This finding corresponds to some findings (Kretser et al., 2019) and contradicts some other findings (Ana et al. 2013), which is only natural, as the research integrity is more typical for countries with western tradition, where it has had a long history, while in other countries, it only begins to be realized. However, the respondents in the current research would like the rules to be easier to follow and more similar between different styles and variants. This is in agreement with Almeida (2012) and Schick (2011) study.

Limitations and directions of further research

The sampling method does not permit to have a representative sample, however, it does provide some useful insights. The questionnaire is provided in the appendix, so I would be only happy if somebody continues the research in order to persuade the scientific society to require from the researchers more reasonable citation / referencing information.

Conclusions and recommendations

Therefore, it can be concluded that the majority of the respondents agree that the rules of citation and referencing are important, but also that these rules are too various and detailed and, due to it, difficult to follow. They would be less stressed and more able to dedicate their brainwork to research, unless they had to pay so much attention to some less important formalities of citation and referencing style. It is true, a scientist who cannot do referencing accurately may not be very accurate with their calculations and analyses, however, innovating teaching would definitely benefit from fewer formalities in citation and referencing styles.

At the same time, at least for the time being, I would recommend researchers to take into consideration the advantages of well done citation and referencing:

- Observing research ethics (not trying to plagiarize, i.e. ascribe somebody else's work to yourself);
- A good list of works reviewed demonstrates the author's knowledge of the field – its history ("classics") and up-to-date state;
- Accurate citation and referencing reveals researcher's accuracy (which is a crucial feature for doing research), while poor citation may point to self-promotion or selective citation of papers whose conclusion are in accord with those of the author.

Suggestions for publishers / editors and authors

- Apply DOI for all publications that are done online. And for those that are not (e.g., books), apply a DOI for the summary that is used to advertise the books.
- For editors: For citation / referencing require just authors' names, publication year, title of book/article, pages for article, journal name / publishing house.
- As some names (especially Asian ones) confuse the researchers, it would be nice if publishing houses / journals required from authors to print the surname in capital letters (Natela DOGHONADZE), and then publish it like that. This would reduce misunderstanding dealing with author's names.

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Appendix: Questionnaire

Dear researchers (colleagues and PhD students)

I am Prof., Dr. Natela Doghonadze at International Black Sea University. I am holding research on citation and referencing formats. To contribute, at least a little, to making research publications less formal and more meaningful, please fill out the questionnaire below. Also, please share the link. Thanks in advance! Your contribution is very valuable!

Please choose the relevant answer

1. Country of origin / residence.
2. Your research experience: a) from none to little (published up to 3 publications)
3. Your scientific degree: a) MA; b) PhD

Please assess the following items from 1 (completely disagree) to 5 (completely agree).

4. I realize that observing citation and referencing styles is important for academic honesty.
5. I realize that observing citation and referencing styles is important for systematization and standardization.
6. I realize that observing citation and referencing styles is important for creating discourse community.
7. I realize that observing citation and referencing styles is important for the quality of publications.
8. While publishing in different journals and for different conference proceedings / publishing houses, I often have to apply various citation and referencing styles.
9. I have to memorize the requirements of various citation and referencing styles.
10. I each time have to check my writing with instructions for authors.
11. Although I seem to know citation and referencing styles well (or I check my text against the guidelines very accurately), I still manage to make mistakes.
12. The informative part of the citation and referencing styles (authors' names, article title, publication date and place, pages) is really essential for the academic honesty.
13. I believe that the format part (capitalization, using italics, commas, full stops, etc.) of the citation and referencing style is a waste of researcher's time.
14. I believe that the format part (capitalization, using italics, commas, full stops, etc.) of the citation and referencing style is very stressful and limits researchers' creativity.
15. I'm afraid that changing the variants of the same citation and referencing styles is just a way to make money by making people buy new guides.

**ERNEST HEMINGWAY'S WRITING STYLE AND
GEORGIAN PROSE OF THE MID-XX CENTURY**

Natia Kvachakidze ^{1*}

Abstract

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 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.

Key words: Hemingway, writing style, Georgian prose

Introduction

Ernest Hemingway (1899-1961) has had an enormous impact on various writers with his unique writing style. Even today Hemingway's work remains highly relevant and influential. This influence is most noticeable in various literary works written in English, but prose fiction created in other languages is not an exception as well. Certain stylistic peculiarities characteristic of Hemingway's writing can be traced in literary works written in various languages during Hemingway's lifetime or afterwards. According to Scott Donaldson, Ernest Hemingway's style "was so distinctive and well known that it inevitably spawned a school of imitators" (Donaldson, 2001, p. 241). However, this immense influence is not at all limited to imitations. There are cases of reinterpretation and integration of Hemingway's powerfully influential style into various individual creative worlds of other writers all over the world. It is particularly interesting for us, Georgians, how all the characteristic aspects of Hemingway's writing were reflected in Georgian prose of the mid-XX century, as Ernest Hemingway was becoming increasingly popular in Georgia at that time. Georgian prose of 1950-1960s and its certain significant peculiarities can prove to be particularly interesting in this context. 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.

It is noteworthy that a certain "second-hand" influence can also be distinguished, as some Georgian writers (including Guram Rcheulishvili) inspired by Hemingway's style crucially contributed to the development of a new direction in Georgian prose, which in itself determined the literary peculiarities of several other Georgian writers and the further development of Georgian prose fiction, as a result.

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Literature review

The effect that Ernest Hemingway's writing style had or might have had on Georgian prose of the mid-XX and the second-half of XX century has not been relevantly studied yet. There have been some occasional mentions of the question, but complex research of the issue has not been conducted. This particular work is just a part of the ongoing study in this direction, which involves various aspects to be thoroughly analyzed and taken into consideration. A variety of challenges set by the research is due to the fact that it is possible to trace not only the direct effect of Hemingway's style on Georgian literature, but also the role of certain Georgian (as well as Russian) translations of the works by this American writer, as in Georgia his works were mostly read in translations back then. All the above mentioned makes it clear that this issue requires complex approach and thorough analysis.

The aim of this paper, however, is not to thoroughly and fully analyze prose fiction of various mid-XX century Georgian writers, but to demonstrate some important parallels between their works and those of Ernest Hemingway (on the basis of various short stories) in order to explain why some Georgian writers of 1950s and 1960s are considered to be influenced by Hemingway's writing style.

The variety of the material makes it possible to use multiple research methods. The dominant approaches are as follows: comparative studies, descriptive analysis, the method of close reading.

Discussion

Ernest Hemingway is widely referred to as "the twentieth century's most influential fiction writer" (Lamb, 2011, p. xi). The use of everyday language, as well as short and simple sentences, a concise and sparse style, repetitions and intense dialogues are some of the essential traits of his iconic writing style. These features (or, in certain cases, some of them) in their various interpretations can be traced within mid-XX century Georgian prose fiction. Moreover, certain characteristic Hemingwayan themes also prove to be vitally important.

One of the first things that people acquainted with the works of Ernest Hemingway (his short stories, particularly) notice is that the reader is immediately plunged into the stories. Hemingway's short stories usually have no exposition at all. This trait is also characteristic of various Georgian short stories by the writers in question, such as "A Death in the Mountains", "Love in Autumn", "Love in March", "Twenty-one", "I Got to Know You Yesterday" and other stories by Guram Rcheulishvili (1934-1960), "A Boy and a Dog", "Up and Down", "Return of Avel" and other stories by Archil Sulakauri (1927-1997), "Beautiful Tears", "Chichauri Leaving", "Someone Is Late for the Bus" and other stories by Revaz Inanishvili (1926-1991). The method of immediately plunging readers into the stories can well be seen in the opening paragraphs of the texts. "Love in Autumn" by Guram Rcheulishvili can serve as a good example of the above mentioned. Its opening paragraph does not only get us into the story right away, but it also proves to be laconic and minimalist in a truly Hemingwayan way:

"Tskvito was strolling down a long melancholy street. Yellowed **leaves** were **rustling** underfoot as he stepped on them. A small old janitor was sweeping the **leaves** around the trees into piles and packing them into a basket. He'd already filled up the street dustbin and was emptying out basketfuls of **leaves** beside it ... dirty-faced boys and girls were playing quietly in the **leaves**. Tskvito deviated from his path and **shuffled** through a knee-high pile of gathered **leaves**. The janitor shot an angry glance at him, but then he resumed sweeping again." (Rcheulishvili, 2016, p. 103)

As well as being plunged into the story instantly, the reader immediately notices such characteristic features of Ernest Hemingway's style as everyday language, short and simple sentences, deliberate repetitions, all of which encourage us to search for deeper meaning beyond the iceberg top (according to Hemingway's well-known "Iceberg Theory"). This particular extract also reminds me of one of the scenes from the opening part of Hemingway's "Big Two-Hearted River" with Nick Adams walking through "ankle high" "sweet fern":

“Nick stood up. He leaned his **back** against the weight of his **pack** where it rested upright on the stump and got his arms through the shoulder straps. He stood with the **pack** on his **back** on the brow of the hill looking out across the country, toward the distant river and then struck down the hillside away from the road. **Underfoot** the ground was good walking. Two hundred yards down the fire line stopped. Then it was sweet fern, growing ankle high, walk through, and clumps of jack pines; a long undulating **country** with frequent rises and descents, sandy **underfoot** and the **country** alive again.” (Hemingway, 2003, p. 165)

This emphasis on stepping on “rustling” leaves or shuffling “through a knee-high pile of gathered leaves” in one case and walking thorough “ankle high” “sweet fern” in another both create the effect of feeling and experiencing it yourself rather than reading or being told about. That wonderfully illustrates another characteristic trait of Hemingway’s prose fiction – the method of “showing” rather than “telling”.

The art of creating dialogues is another notable aspect of Ernest Hemingway’s writing style which gives us the opportunity to draw parallels between his works and those of some Georgian authors. Many reviewers agree that Hemingway revolutionized the dialogue so thoroughly that this accomplishment alone would have guaranteed his reputation in literary history. Speaking of Hemingway’s work in his book *The World Weighs a Writer’s Influence*, Alan Pryce-Jones claims that “There is not a living writer in England who has been unaffected by the laconic speed of his dialogue, the subtle revelation of character that lies behind a spoken phrase” (Pryce-Jones, 1961). This “subtle revelation of character” is what most significantly distinguishes Hemingway’s usage of this element.

Three main factors may be distinguished in an attempt to sum up Ernest Hemingway’s technical accomplishments in creating the dialogue:

- (a) Minimum speech with maximum meaning;
- (b) The elevation of banality into art;
- (c) The blurring of distinctions between drama and fiction.

To achieve these goals, Hemingway minimized or completely removed the controlling presence of the author’s voice and employed the techniques of his non-dialogue prose, such as indirection, juxtaposition, irony, omission, repetition, the objective correlative, and referential ambiguity. In doing so, as Robert Lamb states it, “he met the challenge of writing modern dialogue: representing the dynamics of real-life speech” (Lamb, 2011, p. 177). As a result, Ernest Hemingway gave the dialogue a completely new function, almost entirely removing the narrative commentary and authorial voice.

The very first signs of Hemingway’s typical dialogues (present and constantly refined throughout his whole writing life) can be seen in the earliest stories and sketches he wrote as a student and later at the beginning of his career as a journalist. But it was only after he settled to live in Paris in the early 1920s that he truly embarked upon a remarkable period of creativity leading to the publication of two of the finest story collections in literature and his first major novel. It is in these works that he starts employing to the fullest the new kind of dialogue always present in his writing from then on.

This concerns Hemingway’s Nick Adams stories as well, a set of stories united by a so called autobiographical protagonist who keeps appearing and reappearing throughout three collections (*In Our Time*, *Men Without Women*, *Winner Take Nothing*). The earliest of these stories is a well-known “Indian Camp”.

By the end of this story, after successfully performing an emergency caesarean on an Indian woman, Nick’s father finds out that her husband, confined to the upper bunk with a foot injury, has committed suicide cutting his throat. This terrible scene is witnessed not only by the doctor and other adults present, but also by the doctor’s little son Nick who had even assisted his father during the caesarean. Shocked by the realization that the boy has gone through all these Dr. Adams leaves his brother behind and quickly takes his son away. In the final dialogue of the story (as the inner tension reaches its peak) the author completely disappears. Even identification tags are eliminated (which is not the case in the story’s previous dialogues) and only pure dialogue remains masterfully leading the plot to its conclusion:

"I'm terribly sorry I brought you along, Nickie," said his father, all his post-operative exhilaration gone. "It was an awful mess to put you through."

"Do ladies always have such a hard time having babies?" Nick asked.

"No, that was very, very exceptional."

"Why did he kill himself, Daddy?"

"I don't know, Nick. He couldn't stand things, I guess."

"Do many men kill themselves, Daddy?"

"Not very many, Nick."

"Do many women?"

"Hardly ever."

"Don't they ever?"

"Oh, yes. They do sometimes."

"Daddy?"

"Yes."

"Where did Uncle George go?"

"He'll turn up all right."

"Is dying hard, Daddy?"

"No, I think it's pretty easy, Nick. It all depends." (Hemingway, 2003, pp 69-70)

So many things are compressed in this final dialogue that revealing them could have taken some other writer dozens of pages. Eight brief questions and answers we witness here form a masterpiece of indirection, miscommunication, suggestiveness and compression. In addition to the central and most widely reviewed themes of death and suicide this extract masterfully manages to give us deeper insight into the characters (even the one not present during the conversation) and into events having just taken place, as well as into the background story deliberately omitted. And it is the subtle miscommunication of the father and son throughout this final dialogue that clearly shows how, despite all the realization of his guilt, Dr. Adams still fails to comprehend his paternal inadequacies and remains unable to understand his little son's needs, thoughts, fears or desires, as well as he fails to truly realize his own egocentrism and arrogance, which causes Uncle George's resentment previously in the story (which can only be perceived through a short dialogue between the two brothers and especially through the bitter irony in Uncle George's laconic response to his brother's boastful words _ "Oh, you're a great man, all right").

Guram Rcheulishvili employs dialogues in exactly the same way in his short fiction. Numerous examples can be found in his fiction to prove this. We can consider one of such dialogues from the story "A Death in the Mountains":

“I’ll go and fetch some people,” Guram said, then he shook the boy’s hand. The boy got up.

“What are we to do now without mother?” he said.

“What will you do now?” Guram asked Kurella.

“You mean the route? I don’t know, without her we probably won’t be able to go on.”

“It’s holiday season here, it’s Atengenoba time.”

“Yes, I know. She was looking forward to seeing the celebrations!”

“What was her name?”

“Elpide.” (Rcheulishvili, 2016, p. 84)

This extract serves as a good example of how Guram Rcheulishvili employs pure dialogue to gradually and effectively increase the inner tension of the story, which also gives his prose fiction a drama-like quality, thus arousing in the reader a feeling of witnessing the scene personally. This involvement in the events of the story makes us see and feel rather than imagine. This is the very effect Hemingway creates through his dialogues.

Guram Rcheulishvili thus employs dialogues throughout his whole writing career. The other story mentioned above, “Love in Autumn”, can also be referred to illustrate this method so much characteristic of Hemingway. This tiny story is almost completely comprised of a dialogue between a teacher and a little boy during one of their lessons. And through this short, seemingly common, trivial conversation whole life and its tragedy is revealed.

“The teacher went up to the window and opened it.

“That’s better, the plant will get more air,” she said.

“Certainly.”

“I’m at a loss what to do – it’s been fading since summer.”

“Perhaps it needs some fertilizer.”

“We’ve applied fertilizer repeatedly and I’ve fetched an agronomist round to have a look, and I’ve changed the flower-pot too, but nothing seems to be of any help.”

“Maybe it’s grown old, teacher.”

“Maybe. It’s the same age as me. My father reportedly bought it as a present for my mother around the time I was born. I left Germany when I turned sixteen and brought it with me to Georgia. After I married I had a separate veranda made for it. I’ve been looking after it with loving care, because it’s the only thing that reminds me of my homeland.”

“Excuse me for asking, teacher, but have you no relatives here?”

“No relatives. I didn’t even have any children. Then my husband passed away, he was a good man, bless his soul ...” (Rcheulishvili, 2016, p. 104)

Here, like in Ernest Hemingway’s fiction, minimal words, but the words well chosen, create the subtext and make the meaning deeper. The author seemingly disappears and leaves it to the reader to see and comprehend, to have deeper insight into the souls of the characters.

Similar employment of dialogues can be observed in prose fiction by Revaz Inanishvili and Archil Sulakauri. Many of their stories can serve as good examples of this. Some of them are: “A Farm in the Mountains”, “Chichauri Leaving”, “Men”, “Bibo”, “Someone Is Late for the Bus” by Revaz Inanishvili; “The Flood”, “A Boy and a Dog”, “Up and Down”, “Return of Avel” by Archil Sulakauri.

One of the significant similarities is also that all the writers in question “place” their work in “their time” so familiar to each of them. Thus they try to write what they know well about and, while doing so, they do not often employ the first person narration (or, at least, not as frequently as one could expect). However, third person narrative does not prevent any of them from presenting deep insight into the character’s self.

Complex interconnections between the author, the narrator and the protagonist form another interesting subject to study in the short stories of Ernest Hemingway and Guram Rcheulishvili. To form some idea of these complexities in Rcheulishvili’s fiction, we can refer to his story “A Death in the Mountains”, where we have a narrator who is one of the two protagonists and at the same time the author himself (or his fictional self – as according to the story the given character is a writer called Guram). But while the narrator, as well as the implied author of the first few pages of the story is this character (Guram) and we are indulged into the first person narrative, unexpectedly there comes a sudden switch to the third person narration, which then stays throughout the rest of the story. This turning point occurs when Guram reaches the place where the tragedy of the story has recently happened and witnesses a terrible scene. There, lying among the rocks, is a dead woman (a wife and a mother), who has had an unexpected horse accident while hiking in the mountains with her husband (a German writer, who was supposed to meet Guram, a Georgian writer, that very day) and son.

As if to emphasize the unbearable horror of the scene – the dead woman on the ground with her shocked husband standing over her body and the motionless son kneeling beside her uttering one and the same question from time to time – “What are we to do now without mother?” (Rcheulishvili, 2016, p. 81) – and the understandable desire of disconnecting oneself from such a reality, the implied author and narrator stops addressing himself as “I” and switches to the third person proper noun “Guram”.

If we return to “Big Two-Hearted River” once again, we can see that there is a moment there as well of such a switch, but vice versa – from the third person “he” to the first person “I”.

“Nick Knew the trout’s teeth would cut through the snell of the hook. The hook would imbed itself in his jaw. He’d bet the trout was angry. Anything that size would be angry. That was a trout. He had been solidly hooked. Solid as a rock. He felt like a rock, too, before he started off. By God, he was a big one. By God, he was the biggest one I ever heard of.” (Hemingway, 2003, p. 177)

This is just a single one time switch in case of Hemingway, but overall, even without the explicit switches, the implied author, the narrator and the character usually often intermingle in Ernest Hemingway’s fiction.

The switch in both cases can also be viewed as another proof of the authors’ attempts to activate readers and turn them into participating witnesses or observers. As we already know, this goal is also achieved through their employment of dialogues as well.

Another significant factor that should be paid attention to is the existence of various common themes in the prose fiction of the authors in question. Such themes include (but are not limited to) the following: birth and death, war and violence, family, nature, disillusionment, loneliness and estrangement. In each particular case, however, we witness a unique individual interpretation of these themes, as well as the methods discussed above.

Conclusion

There are various other aspects (as well as the works of some other writers) to be studied and considered, but it can be stated that the influence of Ernest Hemingway's style on prose fiction of various Georgian writers of the mid-XX century is quite significant. Among noteworthy similarities the following can be distinguished:

- (a) The use of everyday language and short / simple sentences, a concise and sparse style;
- (b) Repetitions;
- (c) Immediately plunging the readers into the stories;
- (d) Intense character revealing dialogues;
- (e) "Placing" their work mainly in "their time";
- (f) Trying to write what they know well about.
- (g) Complex interconnections between the author, the narrator and the protagonist.
- (h) Various common themes - birth and death, war and violence, family, nature, disillusionment, loneliness and estrangement.

Studying and analyzing all these and other possible similarities, it is crucial to take into consideration that the prose works of the Georgian authors mentioned and discussed above are not imitations of anybody's style, but individual creative works of multiple different characteristic features, which are at the same time deeply rooted into the rich and unique culture and literary heritage of Georgian people.

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

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Abstract

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 regulation strategies have been collected and their implication on EFL writing has been analyzed.

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

Introduction

The concept of motivation poses some difficulties in the field of education since its definition varies according to the theoretical framework proposed (Busse, 2010). Despite the widespread use of the term “motivation”, the concept is difficult to define due to the complex and multifaceted nature of the phenomenon. There does not seem to be a single definition of motivation, nor a consensus exists on its definition among researchers (Alshahrani, 2011). What is agreed is that it is a difficult construct that can be viewed from different perspectives. The term motivation has got a Latin origin from *movere* that means “to move” and refers to an action that drives a person to do a particular activity. The earlier definition of motivation goes back to Gardner and Lambert's (1972) view of the phenomenon as a desire to learn a foreign language and achieve a learning goal. According to the theory of the socio-education model proposed by scholars, motivation is seen as a fixed and unchanged trait based on the existing environment (Ehrman, Leaver & Oxford, 2003). Gardner and Lambert (1972) differentiate motivation from *orientation* which is identified as reasons whereas motivation is seen as “the extent to which an individual works towards learning a language and gains a sense of satisfaction as a result” (Oraif, 2018, p. 31). Gardner (1985) saw a learner's attitude towards a second language acquisition, goals or orientations as essential components of motivation. Orientation here is seen as an incentive that can lead to motivating learners and steer them towards achieving goals. The latter is identified as integrative and instrumental: *integrative orientation* refers to the desire to integrate into a particular L2 community whereas *instrumental orientation* is seen as being characterized by materialistic advantages of learning a new language such as career prospects (Dörnyei, 2001a).

The above-provided theory of motivation attracted criticism among educationalists and researchers. This concept of motivation was seen as limited by Oxford and Shearin (1994) according to whom motivation cannot be viewed from a single perspective. Due to all learners being different, their goals may not correspond to the types of orientation proposed by Gardner's and Lambert's (1972) theory of motivation. They illustrate their point by referring to a learner studying the German language to fulfil language requirements. Oxford and Shearin (1994) argue that this goal does not fit within the motivation orientation proposed by Gardner and Lambert's (1972) motivation orientation. For instance, studying the German language for communication purposes can be identified as an acceptable goal and a genuine motivation. Clement and Kruidenier's (1983) research also revealed other different orientations to learn a language. In addition to instrumental orientation, three other orientations emerged, namely *knowledge*, *friendship*, and *travel orientations* which had traditionally been hidden under the concept of integrative orientation. Scholars argue that the "relative status of learner and target groups, as well as the availability of (or at least familiarity with) the latter in the immediate environment, are important determinants of the emergence of orientations" (Clement & Kruidenier, 1983 p. 288).

It was not until 2000 that Gardner's (1985) concept of motivation saw a shift towards redefining the construct to shed more light on the phenomenon. Self-determination theory that emerged in the 2000s focused on intrinsic and extrinsic aspects of motivation (Ryan & Deci, 2000). *Intrinsic motivation* was defined as doing an activity to experience pleasure whereas *extrinsic motivation* was characterized by external rewards leading to "a separable outcome" (Deci & Ryan 2000, p.55). Intrinsic motivation was identified as an important factor in second language learning since it was seen as enhancing students' self-determination and promoting learner collaboration. According to the theory, people can be intrinsically motivated when a task appears interesting. Intrinsic motivation is an important factor for teachers and educators; it can result in remarkable learning activity as well as appeal to students' self-determination and promote learner autonomy (Brown, 1990). Those learners who learn a language for the sake of their competence get better opportunities than the ones who are reliant on their external rewards. On the other hand, extrinsic motivation might be seen as a demotivating factor in learning a language that may result in the non-completion of an assignment or its completion to a degree to grant a minimum mark. It may also lead to poor or no attendance, and feeling apathetic or not participating in classroom activities (Chambers, 2000).

Dörnyei (2001b) proposed a more dynamic view of motivation that accounted for "the changes of motivation over time" (p. 19). The scholar argues that motivation cannot be viewed as a fixed and stable construct, rather it is an observable trait that can fluctuate over time. The changes may be attributed to many external factors such as different types of activities or even the phase of the school year. Dörnyei (2001b) argues that the process-oriented model of motivation described above can greatly contribute to language learning motivation and lead to designing a positive classroom atmosphere. Dörnyei and Ushioda (2010) further propose techniques for creating and encouraging self-evaluation and creating basic conditions to sustain learners' initial motivation.

Dörnyei (2001b) also stressed the importance of enabling learners to take control over their learning and apply strategies to self-regulate their motivation. He proposed a set of strategies through which learners can initiate and sustain their motivation. Dörnyei (2001b) believed that teachers should not act as sole motivators, rather learners must do “some of our motivational job” (Dörnyei 2001b, p. 109). The recent shift towards self-regulated learning (SRL) further supported Dörnyei’s (2001b) concept of motivation self-regulation and re-defined the concept: motivation has been identified as a crucial component in enhancing students’ attention, enabling them to maintain high persistence on difficult and time-consuming tasks, thus

“achieving a mastery of a complex skill” (Zimmerman 2011, p. 49).

The present paper attempts to view motivation in light of self-regulated learning since it is seen as a conceptual framework based on motivational and cognitive aspects of learning. In particular, the article seeks to explore the concept of motivation within the framework of self-regulated learning (SRL) and argues that the concept of motivation was re-defined and gained new insight. The paper further provides a conceptual framework for implementing practices to enhance English as a foreign language (EFL) students’ strategies to self-regulate their motivation.

Motivation within the framework of self-regulated learning (SRL)

Recent years have observed a significant shift towards self-regulated learning (SRL) in education. It is a multi-dimensional concept and has been studied from various theoretical perspectives (El-Henawy, Dadour, Salem, & El-Bassuony, 2010). SRL is defined as a process in which “learners personally activate and sustain cognitions, affects, and behaviours that are systematically oriented toward the attainment of personal goals” (Zimmerman & Schunk, 2011, p. 1). It is students’ self-generated thoughts and actions to enable them to achieve academic goals (Zimmerman, 1998). In SRL processes, learners can transform their mental abilities into academic skills and proactively approach their learning. Self-regulated learners’ thoughts and actions are directed to attain goals and become metacognitively, motivationally and behaviorally active in their learning processes (Zimmerman, 2011). Scholars argue that in *metacognitive processes* learners can create a feedback loop through which they can monitor their progress and assess their effectiveness. These processes also involve goal setting and goal monitoring (Lord, Diefendorff, Schmidt, & Hall, 2010). *Motivational beliefs* are students’ strategies of self-regulation to display “personal initiative, perseverance and adaptive skills” (Zimmerman 2011, p. 49), whereas *behavioral processes* involve specific activities such as environmental structuring, record-keeping or help-seeking (ibid). Interestingly, self-regulated learning is not an individualized form of learning since SRL practices involve sharing with peers and teachers.

Motivation plays a significant role in the process of self-regulated learning since it can increase students’ attention. Zimmerman and Schunk (2011) argue that students who can monitor and track their feedback are more effective in their learning processes. Students with high motivation can also increase their choices of tasks. In other words, committed learners are likely to practise some tasks outside a classroom if they want

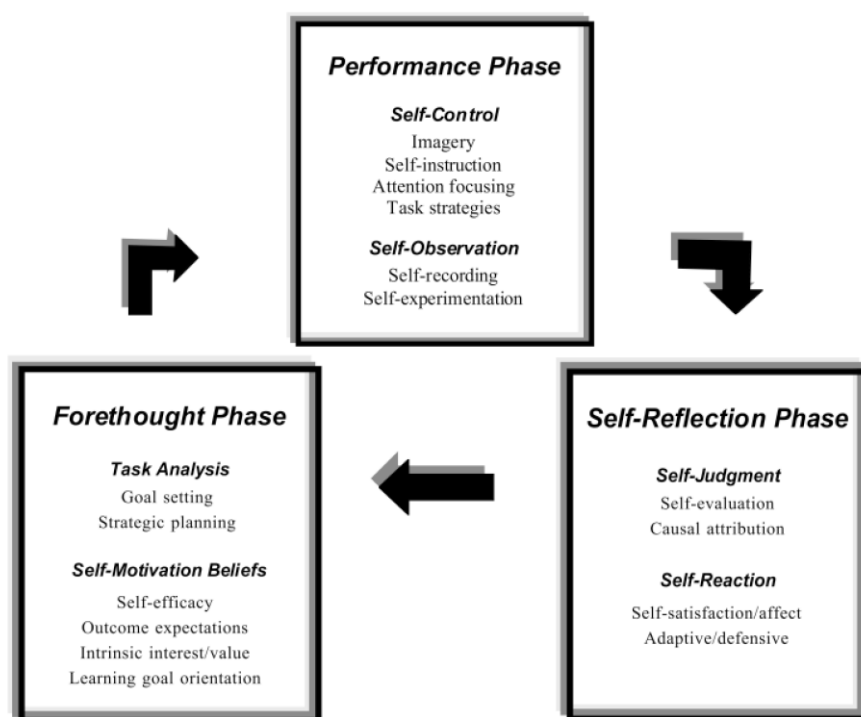
to learn a foreign language. The higher the motivation is, the more effort is put into handling difficult tasks. What is more, motivation can increase students' persistence to achieve a difficult task. Students, who work on challenging tasks until they are mastered, are more likely to succeed than those who practise them a few times. The scholars conclude that it is students' motivation that enables initiation, guiding and sustaining their efforts to self-regulate their learning.

Zimmerman (2000) proposed a cyclical model of motivation within the framework of the self-regulated learning process. According to social cognitive aspects of SRL, three phases of learning are identified: *forethought*, *performance* and *reflection*. The *forethought phase* involves planning and goal setting. Prior to any task, self-regulated learners are expected to devote a considerable amount of time thinking before attempting a task. This is an initial stage for learners to motivate themselves to "act by what they believe about themselves and their situation" (Zimmerman & Schunk, 2011 p. 26). Scholars argue that task analysis includes a range of actions such as identifying strategies that can lead to a successful accomplishment of a task. Students' self-efficacy beliefs here contribute greatly to the application of strategies to pursue individual goals leading to better performance. In other words, self-efficacy plays an essential role to initiate students' motivation not only in their forethought phase but also in the performance phase. Goal setting can also serve to preserve students' motivation in order to effectively plan and prepare for certain tasks (Locke & Latham, 2019). Moreover, outcome expectations can promote goal setting and affect students' motivation positively. By visualizing possible outcomes, learners can assess their expectations for success. The forethought phase of SRL is influenced by the interest or value of a task or an activity "for its inherent properties rather than for its instrumental qualities in gaining other outcomes (Zimmerman & Schunk 2011, p. 57). This is similar to interest value which is defined as the enjoyment of a task itself rather than thinking of its future outcome. This term can also be paralleled with intrinsic motivation.

The *performance phase* involves applying and modifying strategies to monitor one's performance, thoughts and behaviours. In other words, learners are encouraged to self-monitor their performance, feelings and actions and make adaptations when needed (Zimmerman & Schunk 2011, p. 57). In the performance phase, students can also observe environmental changes and adapt accordingly. SRL processes are grouped into *self-control* and *self-observation strategies*. Highly self-regulated learners are expected to apply metacognitive and motivational strategies such as *self-consequence* which involves rewarding oneself after successful completion of a task or applying punishment. Highly self-regulated learners can also apply environmental structuring that is making the physical environment attractive to be conducive to the successful completion of a task. The above-described processes are grouped under self-control strategies whereas *self-observational strategies* refer to metacognitive monitoring or self-recording of some aspects of learners' performances. Tracking records or making changes in one's performance can produce "reactive motivational effects by inspiring learners to expend greater effort (Zimmerman & Schunk 2011, p. 59).

The Self-reflection phase involves the strategies of self-judgment and self-reactions. The former refers to “evaluating one’s learning performance and attributing causal significance” (Zimmerman & Schunk 2011, p. 58). This strategy enables learners to review their outcomes and analyse the efforts that lead to such results. It also focuses on comparing learners’ performances with a standard or goal and “its motivational qualities depend not only on the objective properties of one’s feedback but also on the appropriateness of the standard” (ibid). During the self-reflection phase, learners seek causal attributes which are finding causes of certain factors. If learners attribute a cause to internal and changeable factors, they may consider alternative plans to make effort next task. For instance, getting a mediocre grade might be associated with inadequate effort and insufficient strategies. This may lead to learners assessing the effectiveness of the strategies they have used. Causal attributes have a considerable impact on students’ motivation (Zimmerman & Schunk, 2011). The self-reaction stage of this phase, on the other hand, involves learners reacting to their own performances. The latter is a powerful aspect of self-regulated learning that involves rewarding or punishing oneself according to whether they have met goals. This can provoke emotional responses that can help or hinder the process of self-regulation. For some, frustration can lead to renewed determination whereas, for others, it can result in the complete withdrawal from a task. Figure 1 below illustrates the cyclical nature of self-regulation emphasizing the social cognitive aspects of learning:

Figure 1. Three phases of self-regulated learning



Source: Zimmerman (2002), p. 67.

Motivation regulation strategies

The above-described cyclical model of SRL learning has recently become a framework for understanding students' engagement in an academic environment (Wolters & Benzon, 2013). With the rise of SRL, the emphasis on students' cognitive and metacognitive strategies, their self-awareness and feedback practices have gained more importance. Self-regulated learners are regarded as highly motivated intrinsically by interest or mastery goal. Having discussed the model of SRL above, the regulation of motivation is apparent that can be defined as students' conscious efforts to improve and sustain their motivation in order to succeed (ibid). Within the self-regulatory process of learning, motivation has been labelled as self-motivation, meta-motivation, motivation regulation strategy, motivation self-regulation or motivational control.

Motivation regulation is defined as “the intentional use of thoughts and actions to influence

motivation in order to accomplish a task” (Trang, 2015, p. 6). This is a conscious process that is initiated by learners who are aware of the factors affecting their motivation. The purpose of motivation self-regulation is to generate and sustain learners' motivation and prevent them from any distractions (Dörnyei, 2005). Through motivation self-regulations, learners' thoughts, actions and behaviours are influenced by the choices they make. Scholars argue that the successful application of such strategies has a significant impact on students' processes since this involves “conscious manipulation of motivational beliefs” (Teng & Zhang, 2018, p.4). Due to the diverse and complex nature of motivation, various motivation regulation strategies are identified for controlling one's motivation. The present study relies on Walters and Benzone's (2013) categorization of motivation regulation strategies that are linked to students' application of cognitive and metacognitive strategies, their procrastination and the existing motivational beliefs. They argue that cognitive and metacognitive awareness are essential components of self-regulated learning. Successful application of these processes leads to positive performance and an increase in students' motivation (Wolters, 1999).

According to Wolters (2003), motivation involves three dimensions: metamotivational knowledge, motivational monitoring and motivation regulation strategies. *Metamotivational knowledge* involves a meta-level understanding of students' knowledge. Having knowledge of academic topics can act as intrinsically motivating as well as knowing the strategies how to manage their motivation (Wolters, 2011). When students have this awareness, it becomes easy to target areas of low motivation and exhibit strategies to improve self-motivation. Motivational monitoring requires observing one's current state of motivation and comparing it to a desired motivational state (Teng, 2015). If differences exist between current and desired states of motivation, a learner adjusts his/her thoughts and behaviours to minimize the differences. *Motivation regulation strategies* refer to learners' conscious deployment of strategies to intervene and control, maintain and sustain one's motivation. Over time, learners can apply various strategies or create their own ones to increase the likelihood of achieving desired motivational state. Based on the analysis of open questions in one of their studies, Wolters & Benzon (2013) provided an instrument to measure motivation regulation strategies. The scholars categorised the strategies into the six categories: *Regulation of value, regulation of performance goals, self-consequence, environmental structuring, regulation of situational interest and regulation of mastery goals*. Figure 2 below provides a list of motivational strategies and their aims.

Figure 2. Motivation regulation strategies.

Strategy	Aim
Regulation of value	To increase the value of materials or tasks that are studied. To do this, students are encouraged to focus on the relevance of a task, see the usefulness, interest and importance of the material and relate it to their personal lives.
Regulation of performance goals	To invoke students' perception of the importance of grades or doing well in class or exams; to encourage students to keep up their efforts and complete a task.
Self-consequence	To encourage students to regulate their motivation by self-managing the consequences of their own behaviour; to encourage students to self-provide rewards or punishment associated with the accomplishment of a task.
Environmental structuring	To encourage students to make efforts to control and adapt to the environment for the study; to enable them to carry out their tasks and feel physically comfortable when working on a task.
Regulation of situational interest	To encourage students to make attempts in order to complete their tasks positively in a fun, game-like manner.
regulation of mastery goals	To encourage students to fulfil their desire to learn as much as possible; to improve their understanding of the course.

Source: Adapted from Wolters and Benzone (2013).

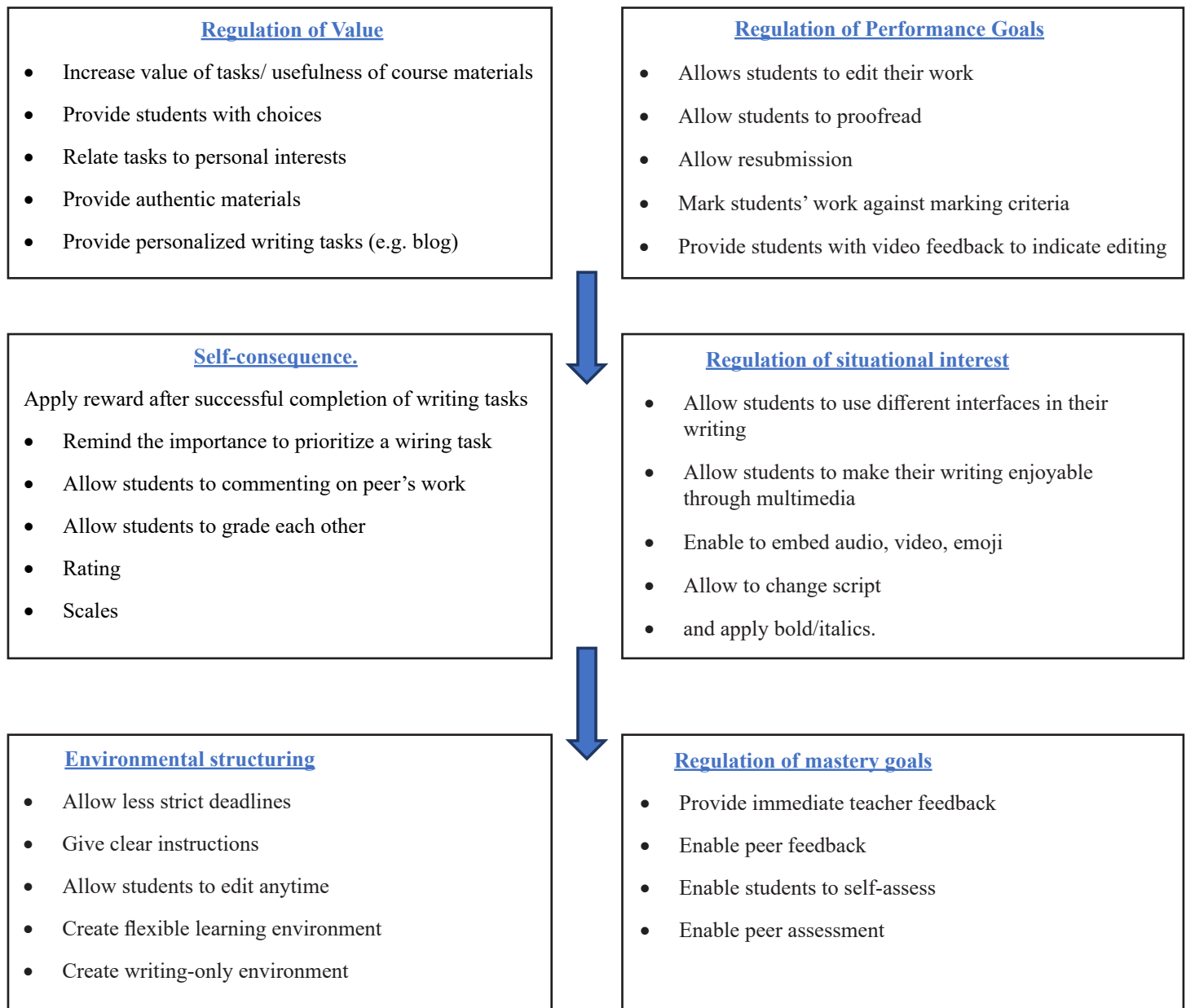
The implication of motivation regulation strategies on EFL students' writing

The above-listed motivation regulation strategies have a crucial role in the learning-to-write process (Teng & Zhang, 2018). In order to successfully acquire writing skills, EFL writers need to apply a variety of motivation regulation strategies (Boscolo & Hidi, 2007). The deployment of such strategies can, in return, lead to goal attainment and the improvement of students' writing. Motivation regulation strategies also enable learners to face challenges and increase their motivation to write. This is because such strategies are closely linked to students' metacognitive and cognitive strategies that are responsible for students' academic functioning (Teng & Zhang, 2016). Due to the complex nature of writing, motivation regulation strategies have gained more importance in increasing students' efforts and persistence to complete a writing task (Csizer & Tanko, 2017).

However, there has been insufficient attention paid to exploring motivation regulation strategies in EFL contexts. Some studies confirm that higher-proficiency students are more likely to apply strategies to regulate self-motivation, whereas low-proficiency learners lack the ability to successfully apply such strategies. An empirical study carried out by Teng, Yuan, and Sun (2019) investigated the writing proficiency and motivation regulation strategies in the EFL context in China. The research revealed that high writing proficiency students can apply the following strategies successfully: mastery goal and self-talk as well as emotional control and interest enhancement. By contrast, the low writing-proficiency students reported a lack of application of motivation self-regulation or applied them to a minimum level.

It is believed that motivation regulation strategies play a crucial role in increasing students' effort to complete a task (Dörnyei, 2001a; Dörnyei, 2001b; Zimmerman, 2011). Based on Wolters and Benzene's (2013) categorization of motivation regulation strategy and Zimmerman's (2002) cyclical model of SRL, the following conceptual model below was proposed by the research in order to promote motivation regulation strategies in EFL classrooms.

Figure 3. Implementation of teaching practices with an aim of motivation regulation strategies.



Source: Developed by the researcher.

The above-presented model can be applied by EFL practitioners to redesign their classroom practices and focus on the enhancement of motivation regulation strategies among their students. In order to promote *Regulation of Value*, EFL teachers should provide students with a variety of tasks and give them a choice. Also, by relating the tasks to students' personal interests, EFL teachers will enable to increase the usefulness and the value of tasks/course materials. *Regulation of Performance Goals* can be enhanced by allowing students to resubmit their proofread and edited assignments. Teachers can also increase the application of the strategy by providing students with multimodal video feedback through which students can be assessed against a marking criterion. *Self-consequence* can be promoted by constantly reminding students of the importance to prioritize their tasks. Moreover, by allowing students to provide comments on each other's written work, the teacher enables them to receive positive reinforcement after the successful accomplishment of a task. the strategy of *Environmental Structuring* aims to create a comfortable and productive learning environment. This can be done by giving students very clear instructions and less stick deadlines. Moreover, EFL students will benefit if the teacher creates a writing-only atmosphere to deviate students' attention from a strictly coursebook-bound environment. *Regulation of Situational Interest* can be enhanced by giving EFL students the freedom to incorporate multimodal resources and different interfaces in their writing assignments. Allowing students to make their tasks enjoyable will lead to the application of the above-mentioned motivation regulation strategy. Lastly, *Regulation of Mastery Goals* can be promoted by providing students with immediate teacher feedback and enabling self-and peer assessment.

Conclusion

As it has been outlined in this conceptual paper, although motivation is a complex and inexplicable phenomenon, it can act as an instigation of people's desire to do something. Due to its nature of being dynamic, motivation can be influenced by many external factors. It is through motivation that almost 99 per cent of learners master their working knowledge regardless of their abilities (Dörnyei, 2001b). Motivation can also determine one's success and failure in EFL classroom. The shift towards SRL brought the necessity to redefine the concept of motivation and view it within a self-regulatory process of learning. It has been argued that motivation regulation is a conscious process initiated by the learner who is aware of the factors affecting his/her motivation. Higher self-regulated the learner is, the more capable he/she is to regulate motivation. This redefinition of motivation is crucial in EFL writing class since the successful application of such strategies can lead to the attainment of students' learning goals and their academic improvements. Motivation regulation strategies further enable students to overcome any challenges they may encounter and sustain their motivation to learn.

To conclude, the above-provided motivation regulation strategies are assumed to enhance EFL students' commitment to accomplish a writing task successfully and facilitate their cognitive as well as metacognitive skills. Furthermore, the successful application of motivation regulation strategies contributes to having a positive impact on EFL students' writing performance.

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Education Problems as a main challenge of our Planet

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Abstract

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

Introduction

In an era of scientific and technological revolution, when the process of globalization has swept the entire planet and humanity is a participant in the rapid development of information technology, without educated and highly qualified staff it is impossible to discuss any progress in a particular country. Due to this, many countries, especially the highly developed countries, allocate significant funds in the field of education. At the same time, most of the developing countries face other problems in the field of education: in many countries of the “Global South,” the main problem is illiteracy and issues related to primary education.

Research questions

Based on the important role of the education in the international development and existence the problems in this field, one has to study the following questions:

1. What are the main special characters of education in the economically developed and developing countries?
2. What is the real statistical data related to the geography of illiteracy in the modern period?

Purpose and tasks of the research. The purpose of the research is interrelated to the comparative analysis of the level of education and its consequences in the countries of the “Global North” and “Global South”, also main characters of the geography of illiteracy and other problems, related to education etc.

Methodological base of the research. Important role in the construction of the research methodology played the comparative analysis of the level of education in the economically developed and developing countries. In this theoretical frame, the private methods of the research have been already used: on the first stage the method of the analysis of the official information about number of people with high education on 10 000 people according to several countries from the “Global North” and “Global South”, also, scientific publication on this thematic, collection of the statistical material etc. Later, during the presenting geography of illiteracy, there are presented different statistical data's on this issue.

Education policy of the developed and developing countries and its consequences

Due to the above, in developed countries, secondary education is usually compulsory. In developing countries, secondary education is not available to a significant portion of the population. Consequently, in many developing countries, the proportion of people with secondary education in relation to the total population is relatively low. It is noteworthy that, at the beginning of the second decade of the XXI Century, in Western Europe, as well as in North America and the countries of Central and Eastern Europe, which included the former communist camp, 350 to 600 people out of every 1,000 people had secondary education. In developing countries, this figure was 150, while in the least developed countries of Asia and Africa this figure did not exceed 30 people per thousand population (Davitashvili, Z. Elizbarashvili, N. 2014).

As already mentioned, millions of children in developing countries are unable to attend school. Based on this factor, in tropical Africa and South Asia, the proportion of all children who do not even attend primary school varies from one-third to half of the whole amount of children in the concrete state. At the same time, in developed countries, all children receive their education at the first and second stages. Together with this, the problems of primary and secondary education are not limited to this fact (Chitadze, 2017).

The second problem is determining the quality of education, in particular, what is the teaching methodology in this or that educational institution and how useful knowledge is acquired by a particular young person in a complex and competitive environment. This problem is especially acute in the countries of the former communist regime, where a significant part of the population was absolutely unprepared to meet the new reality of the post-Cold War period. Especially in the post-Soviet space, an important part of the population is still unprepared for a market economy and democratic transformations. As a result, it is existed the term - Functional illiteracy, when a person has received some education in school and later even at the institute but is unable

to use it in practical life. In this regard, in some countries, the education reform issues have been included in the agenda, which implies maximum integration of the education system of a particular country with the educational standards of the leading Western countries. All those factors do not mean that somebody should deny the national educational programs or weaken attention toward the native language and literature, history, or geography. It is just mentioned about the general principles and standards, with the purpose that gaining education in the native country should satisfy all those requests, which are necessary for the starting study at the universities of Europe and USA.

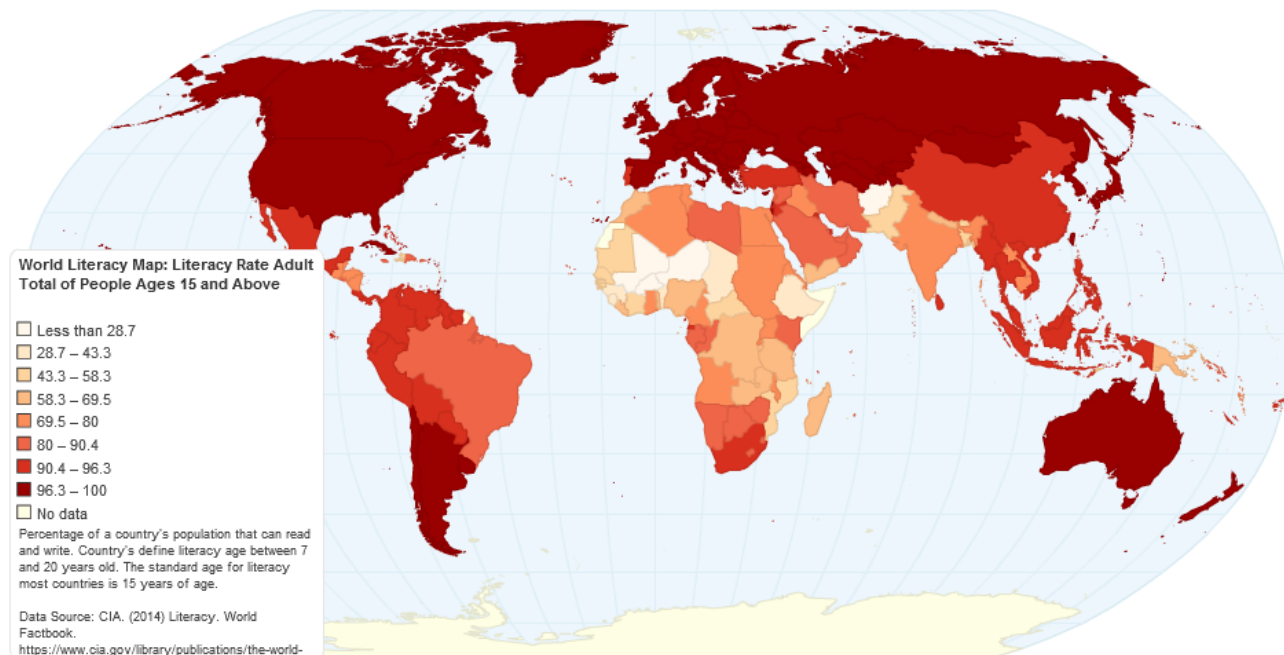
Geography of illiteracy

As it was mentioned at the beginning of this chapter, despite the progress in the field of education in recent years, nevertheless, at the beginning of the XXI Century, more than 115 million children – nearly 56 percent of them girls in developing countries – had no access to primary education, and many who begin to study were forced to leave study process because of poverty, family and social pressures (UN, 2005). Thus, in the developing world, even in the modern period, illiteracy is one of the most serious problems, in some countries it is a real catastrophe. When it is mentioned about the level of illiteracy of the population, it is not meant only the part of the children (under 18 years), who cannot read and write. In this case, also discussion is going on as well as about adults (over 18 years old) who do have not enough education and do not have the opportunity to do it throughout their life.

Despite some progress made in recent decades on the way to overcoming the problems related to education, the issue of illiteracy is still considered a serious problem. According to the United Nations Education, Scientific and Cultural Organization's (UNESCO) statistical information for 2019, about 773 million adults in the world were illiterate. Consequently, a very significant part of the world's population is not integrated into real modern life and lives in another - past epoch. It is also important to note the radical territorial disproportion observed in this area. It should be noted that 95,6 % of illiterate people inhabit the developing world (UNESCO, 2019). A particularly large number of illiterates are observed in South Asia and tropical Africa, where more than half of the population is illiterate.

It is very interesting to point out that in 2012, according to official statistics of the US Central Intelligence Agency, there were 4 countries in the world at that time, where 100% of the population was literate. Those countries were Norway, Luxembourg, Finland, and Georgia (Davitashvili, Z. Elizbarashvili, N. 2012).

Map 1. World Literacy Map. 2014



Source: <https://speakingbooks.com/impact/>

At the beginning of the second decade of the XXI Century, in more than 30 countries, literacy rates ranged from 99% to 100%. In about 85 states, the share of literacy was more than 90%. The lowest literacy rates (less than 20%) were in Bhutan, Afghanistan, Somalia, Burkina Faso, Chad, Mali, and Niger. India, Pakistan, Bangladesh, and China hold the leading positions in the total number of illiterate people. The high number of illiterates in China, which is on the path of economic prosperity, together with other reasons is explained by the complexity of Chinese hieroglyphs (Davitashvili, Elizbarashvili, 2012).

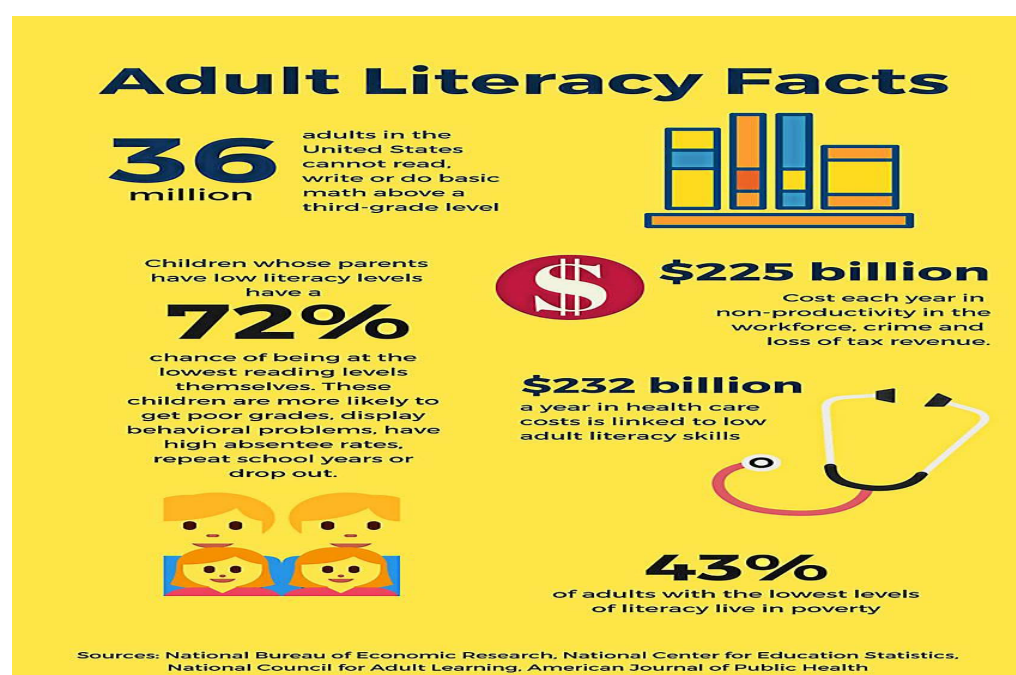
Most governments in developing countries are aware of the fact that education is a major driver of further development in the 21st century. Taking into account this factor, the goal of the developing states is to minimize the share of illiterate people in the total population of the country. For this reason, with the assistance of the developed countries and international donor organizations, significant financial resources for increasing literacy and level of education are allocated. However, achieving ultimate success in this area is a difficult task.

At the same time, it should be noted that the illiteracy rate is gradually declining worldwide, which is generally a result of global socio-economic and cultural development. In particular, all over the world, at the beginning

of the twentieth century, the share of illiterate people in the elderly population exceeded 90%. A particularly high rate of literacy was observed among women. In the second half of the twentieth century, respectively after the Second World War, the situation was significantly improved, but in the 70s of the last century, 37% of the world's population was still illiterate, including 45% of women and 28% of men worldwide. In 2010, illiteracy rates halved worldwide - to 18% of the entire population of the planet. By the end of the first decade of the 21st century, the literacy rate for women was 23% and for men, it was 14%. Significant progress has been made in overcoming illiteracy since the late 1990s when the proportion of illiterates dropped from 25% to 18% over a period of 10 years (Chitadze, 2017).

As it was pointed out, among the illiterate, 95.6% of people are from the developing world. By region, this level is particularly high in tropical Africa (52.7%) and South Asia (Chitadze, 2017).

Picture 1. Adult Literacy Facts



Source: https://www.news-herald.com/news/ohio/illiteracy-often-unseen-very-real-problem-greater-cleveland-groups-say/article_759f3f9e-7109-55b0-a96e-e4f4d772e32d.html

Conclusion

In general, it can be assumed, that there are different priorities of the countries in the sphere of education. For instance, if in the countries, with high standard of living, the education of elders is directed on the training of those people, who already have an appropriate qualification in the concrete field, the developing countries are faced before the other problem: how to provide the basic education for those people, who had not an opportunity to gain it during the childhood. Unfortunately, in those states exists the tendency – according to which, the teaching of low social classes of population is connected with some difficulties. Those obstacles are existed on the level of the basic education. Thus, within the first decade of the XXI Century, about 860 million people were illiterate, over 100 million children had no access to school. Thus, each seventh person of our planet has problem with the gaining basic education (UN, 2005). As it was mentioned above, the majority of the world population, who has the problems with education are the people from the “Global South”.

In the contemporary period, states are gradually developing the cooperation with the different structures of the civil society, particularly non - governmental organizations, commercial institutions etc. which are founded and have their activities on the base of the schools, municipalities, universities on the regional and international level. The basic purposes of its cooperation is more engagement of the students in the working and additional educational activities during the holidays, providing with business positions for graduates, providing self-governance of the schools, institutions, universities etc. In some cases, which is depended on the educational policy of the concrete country, the appropriate governmental structures are the leading supporters and initiators of such activities.

Furthermore, It is gradually increasing the coordinative function of the state in the field of international integration of education. One of the clear examples is Bologna Process for Europe.

In the promotion and determination the educational policy on the global level are actively involved International Interstate and International non-governmental Organizations. Among of them the special place has United Nations, its programs – for example UNICEF, UNDP, UN University and its specialized Agencies, particularly UNESCO (United Nations Educational, Scientific and Cultural Organization).

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

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Abstract

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

Introduction

Bullying has been around for millennia, but detailed study on its nature and occurrence and prevention attempts is relatively recent (Limber et al., 2018). Besides, according to the most recent UNESCO report (2019), school violence and bullying are still major global issues. Because of its exceedingly harmful nature, bullying has always been a matter of combat and great concern, with a climax point to eliminate or stop altogether. Bullying still remains one of the most stressful events that have a negative impact on adolescents' well-being (Nozaki, 2019).

On the one hand, there is brutal bullying with its ruthless nature, and on another side, compassionate emotional intelligence that comprises sensitivity, understanding, consciousness, and sympathy. According to EI theory, those who are capable of absorbing information about emotions and using it as a guide to regulate their moods have better emotional adjustment and social connections. (Barrera et al., 2019; Divecha & Brackett, 2020). In addition, adolescents with greater EI are better able to adapt to stressful experiences and the annoyances of everyday life (Davis & Humphrey, 2012), reporting higher well-being scores (Sánchez-Álvarez, Extremera, & Fernández-Berrocal, 2015).

Literature review on emotional intelligence against bullying

According to Bower et al. (2018), emotional intelligence has five components based on Daniel Goleman's theory: self-awareness, self-regulation, motivation, empathy, and social skills.

The literature review emphasizes Daniel Goleman's theory of emotional intelligence; out of its five components, based on the literature review and research findings, this article highlights the importance of social skills, self-regulation, and empathy and how each component impacts bullying (Goleman, 2017).

Social skills

If a person has social skills, he/she behaves in a way that is competent for social tasks. A socially competent person is characterized by the following features: 1) can make and maintain friends easily, 2) can control emotions, 3) can find a solution to interpersonal problems without generating further conflicts (Silva et al., 2018).

When it comes to bullying, if we want to improve the social skills of victimized students, we need to emphasize the importance of social and emotional skills. These skills can reduce students' vulnerability to bullying and promote friendships. Moreover, these skills will facilitate conflict resolution, adaptive coping strategies, and emotional self-control (Silva et al., 2016).

Based on Silva et al. (2018) research findings, social skills greatly facilitate bullying victims by improving their quality of life in a Brazilian school context. Based on the results, as the social skills of 6th-grade students improved, it reduced the rate of bullying victimization after 12 months of intervention. The intervention achieved the following goals:

1. Significantly reduced the difficulty the victims of bullying had in social skills.
2. Participants started acting more politely.
3. Increased their empathy and emotional self-control level.
4. They started solving interpersonal problems with their peers peacefully, which promoted making friendships.

Although the social skills improvement showed a significant reduction in victimization, other intervention models should be tested in the Brazilian reality, coming to influential variables related to bullying victimization (Silva et al., 2018).

Self-regulation or self-control

Self-control, commonly referred to as the manifestation of self-regulation capacity, is frequently linked to

antisocial and under-controlled behavior (Murray & Kochanska, 2002). One of the essential psychological correlates that has always been associated with different kinds of violation of social rules, including bullying, is self-control. Chui and Chan (2014) suppose personal variables have a great power to influence stress and stressful experiences. In that case, when we are exposed to bullying situations among students, we have to analyze the level of self-regulation, which can predict different use of coping strategies and result in different emotionality (Fuente et al., 2014).

Different researchers, Chui and Chan (2014), García-Vázquez, Valdés-Cuervo and Parra-Pérez (2020), and Cho (2018), claim that low self-regulation or self-control increases the negative impact of bullying at all levels while on the other hand, high self-control reduces the negative impact of bullying and victimization.

Based on Chui and Chan's (2014) findings, low self-controlled indicators such as risk-seeking behavior, self-centeredness, and volatile temper significantly affected the adolescents' bullying enactment. The youth with low self-controlled indicators showed a great tendency to engage in bullying behaviors and fighting.

Empathy

Providing an accurate definition of empathy is challenging. Longobardi et al. (2019) and Cuff et al. (2014) clarified, various definitions of empathy make it challenging to compare different studies. Hoffman (2000) described empathy as a feeling of understanding another person's emotions, considering those emotions, rather than as a spectator considering his or her feelings and emotions.

Noorden et al. (2015) revealed that bullying intervention programs are not always as effective as they aim to be; this is because that empathy has multidimensional nature, and researchers fail to recognize this. More precisely, their research defines empathy from two dimensions: affective empathy and cognitive empathy. Both types of empathy require understanding the feelings of others; cognitive empathy is the ability to acknowledge and understand others' emotions, while affective empathy is characterized by sharing the feelings of others. In some cases, only understanding what others feel is not enough if we do not experience what others feel.

The objective of Noorden et al. (2015) study was to show the effect of cognitive and affective empathy on bullying types and bullying forms. For this purpose, they examined whether bullying victimization, defending, and bystanding is related to specific cognitive and affective empathy patterns. Research findings revealed that bullying is negatively associated with cognitive and affective empathy, while victimization is negatively associated only with cognitive empathy. Defending is positively associated with both types of empathy; when it comes to bystanding, its association with empathy remains unclear. Although there is a necessity to conduct future research regarding empathy and bystanding, the current study gives a clear idea of what is needed to improve bullying prevention and intervention programs.

Conclusion

Social skills improvement can significantly reduce victimization, encourage students to be more polite and friendly, solve problems peacefully, as well as, reduce the difficulty the victims of bullying have with social skills. Moreover, it also can increase their empathy and emotional self-control level (Silva, et al., 2018).

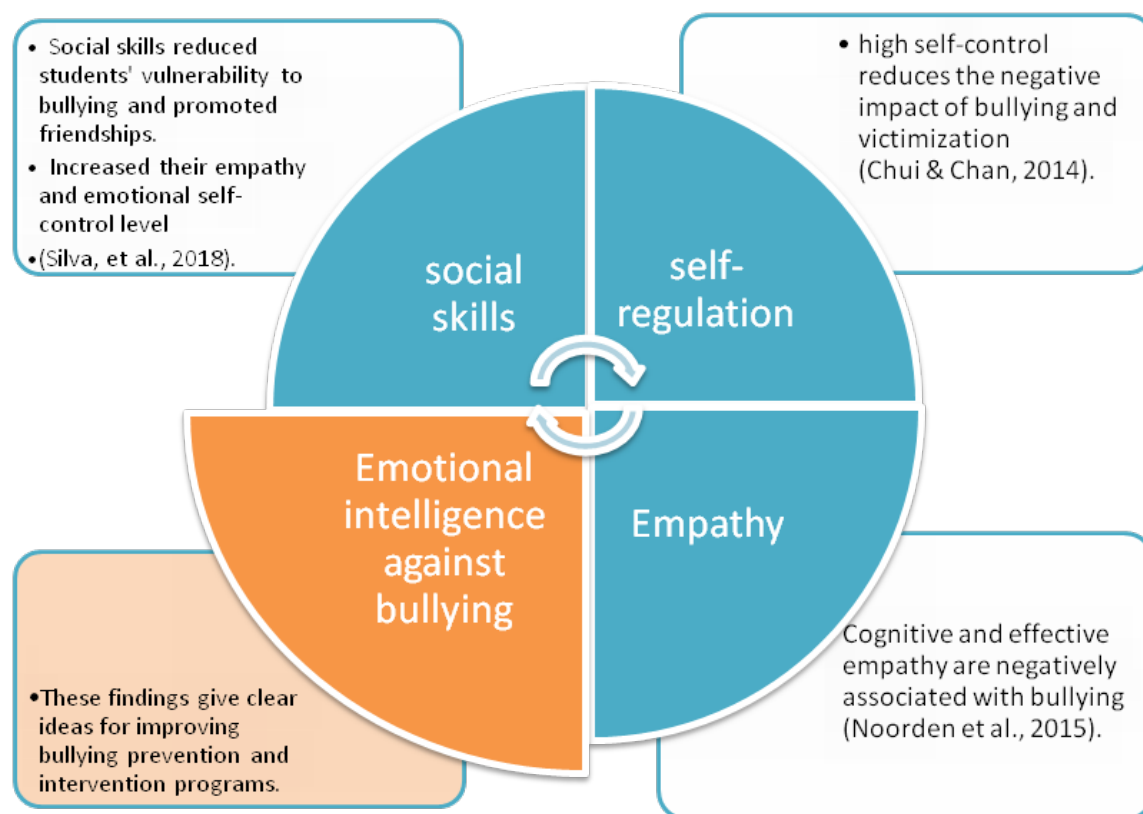
Self-regulation or self-control skills can significantly reduce the bullying rate. Low self-control increases the negative impact of bullying, while high self-control reduces the negative impact of bullying and victimization (Cho, 2018).

Empathy has a multidimensional nature. It is divided into affective empathy and cognitive empathy. Bullying is negatively associated with empathy. Victimization is negatively associated only with cognitive empathy. Defending is positively associated with both types of empathy (Noorden et al., 2015).

Bullying has been around for millennia. However, we must recognize that it is not a rite of passage. We have to relate that Emotional Intelligence can act as a warrior against bullying; Moreover, it is essential to categorize Emotional Intelligence into different components such as social skills, self-regulation, and empathy. It is necessary to be valued how each of these components impacts bullying.

If schools want to reduce the level of bullying, and implement bullying intervention programs, these programs should improve students' social, self-control and empathy skills and emotional intelligence level as a whole.

Figure. 1 The impact of different components of emotional intelligence on bullying.



Designed by the author (researcher)

Figure.1 shows how Emotional Intelligence can act as a weapon against bullying. Social skills, self regulation and Empathy are negatively associated with bullying.

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The Technical Side of Distance Education and Its Management

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Abstract

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;

Expanding the scientific and educational space with the unique features of distance education we have to encounter the basic principles of didactic for considering distance education as the most promising form of education in the 21st century (Soldatov & Soldatova., 2021, p.5). A particularly attractive feature of distance education is the ability to realize an individual's idea of continuing education or a need for education. As the analysis of domestic and foreign experience shows, the inclusion of distance learning in this system significantly increases the quality of student training, and this can be explained by many reasons: the addition of distance learning to the face to face learning creates the necessary conditions for the continuous learning. Distance learning is showing itself more and more confidently, which is quite understandable, because, for

the whole system of continuing education, the Internet provides unique opportunities in the form of services and information educational resources for different types of educational institutions, as well as for individual users, and hereby we have to admit that university students have a strong motivation to work independently, which is important in distance learning (Melissa Roy, 2020).

The use of computer technology in the learning process significantly increases the absorption of the material. Distance education technology allows realizing the individual nature of teacher-student communication and distance educational technologies make it possible to expand the University's influence in geographically remote regions and thus increase the flow of entrants (Learner & Luo, 2014). In the rapidly evolving world of internet technologies, distance education has become a valuable alternative to traditional education in many countries around the world (considering the covid 19 situation around the world). Its popularity is facilitated by the low cost compared to the usual forms of education and the possibility of choosing an educational institution regardless of how far it is.

The introduction of new learning technologies reveals a number of serious problems (Leontyeva, 2018, p. 5) The lack of flexibility of educational institutions threatens the quality of the existing education system; moreover, new technologies offer new opportunities, but at the same time require evaluation and guarantee of the quality of the offered educational services; and we have to take into account that new consumer and industrial markets of Europe require the development of quality standards.

However, given all the positive implications of the Internet and distance education, the problems that need to be overcome should not be overlooked. According to analysts at the UNESCO Institute, the main problems are related to management, education economics, staffing, the legal framework for distance learning, and, of course, the didactic and informational aspects (UNESCO & UNICEF, 2021). Moreover, one of the serious problems faced by educational institutions is the danger of information abundance, the problem of integration of new information technologies, and the opportunities available to them require serious reconsideration about the approach, that is used in the specific education system nowadays. On the one hand, there is the possibility of accessing and using the huge information potential of the network to form independent critical thinking of students, and on the other hand, there is the danger of technological system education, which can lead to the destruction of individual integrity, Internet addiction and individualism.

An important problem is also, the rapid aging of the computer equipment that the educational institution is equipped with. It is necessary to teach using modern technologies that can meet the ever-increasing demands of the latest software, the educational institutions of the developed countries of the world can not cope with it (Lung-Yu Li & Long-Yuan Lee, p.153 2016). Moreover, it is important to have constant qualified monitoring of the software used on existing computers. A very acute problem, as foreign experts point out, is related to the need to optimize the cost of educational services offered on the Internet. The balance between the initial costs, the number of students, and the quality of methodological support used can solve the problem of the economic

efficiency of distance learning. The main costs, respectively, are transferred to the purchase of equipment and the provision of the communication network. On the other hand, if a small number of students are studying remotely, then the return on investment is stretched over a long period of time.

Meanwhile, a large amount of money is spent on the development of distance learning courses themselves, which involves paying not only the distance learning teacher but also the program designers as well as course administrators (Burns, p.10, 2011). Should be pointed out as well, that it is necessary to pay for the work of specialists, who are constantly monitoring the quality of courses, making various changes - technical and methodological. Experts who study the problem of the cost of distance learning note that the initial and current costs are related to:

- Equipment and software costs for telecommunications (television, satellite communications, etc.)
- Equipment prevention, repair, and modernization;
- Infrastructure - the main network and telecommunication infrastructure in an educational institution or region;
- Development of training materials, methodological and technological support by specialists;
- Additional costs related to the need for reliable operation of the system, including administrative costs, consultations, support at the regional level, etc .;
- Additional remuneration for all specialists employed in the above type of activities.

All in all, the costs of organizing and conducting distance learning can be quite high at first, they are compensated by the services that this form of education offers to students; First of all, for students and adults, it is convenient to continue studying without interruption of work; moreover, everyone including students can get an education without leaving family and without additional costs. Distance learning is 20-25% cheaper than traditional learning costs (Parmley, 2021). Microsoft believes that the cost of online tuition, compared to the traditional tuition, can be reduced by at least half the cost since teachers can conduct e-learning anywhere in the world, as well as students can study anywhere in the world, so savings can be achieved through other factors. (Microsoft Teams;) With regard, it is also important that all students could use the same study material, which does not require additional costs for their print publications, thus, they are new because they are constantly updated on the internet.

An important problem is the training of staff as well, primarily teachers who can conduct distance learning, and the use of information technology in the practice of any form of education. To solve the problem, universities in many countries around the world are creating special training programs for distance learning teachers who can use Internet resources and services in any form of the education system. Another problem is the use of electronic materials, which is one of the reasons why the vast majority of distance learning

courses are available on the Internet. Nevertheless, the main problem is the creation of high-quality distance learning courses in various subject areas, their constant modification taking into account the ever-increasing capabilities of computer technology.

Recently, most of the authors agreed that online courses should be as simple as possible, with a minimum schedule and sound, which is absolutely necessary from a didactic point of view. Now the situation is changing. As the speed of information delivery increases, it becomes possible to use multimedia more widely, and it is also important to use pedagogical technologies that can be reflected. Experts point to different models of interactivity in the exchange of information on networks: Individual user; One by One; One to many when information is spread from one source to many recipients; Many - many when the participants in the exchange of information have the same status (Mohammed Alhihi et al., 2017).

Different models of interactivity allow us to use a variety of organizational forms of distance learning training, individual activities, working in pairs (work with a partner), working in small groups and in a team (teacher - small group, teacher - whole group) - collective discussion, presentations and many more. Already accumulated experience shows that the use of different types of activities gives a very positive effect on teaching. It should be noted that Tarek Shock from the Cairo branch of UNESCO predicts the emergence of a new model of student cognitive activity in the 21st century, which is associated with the widespread use of Internet technologies (UNESCO & UNICEF, p. 56, 2021).

It is a world information space-based model in which any student can use any source of information they need at any time, such as the Encyclopedia Britannica. Course texts, examples, and exercises can be interactive in the sense that they can immediately offer the necessary illustrations, and additional information, change the format, provide links to other sites, and so on. If the student is interested in any issue, he/she may not contact the teacher and independently search the site of interest to him/her and get the information he/she needs. Lectures can be accompanied by slides with animation, the teacher can use video clips to explain complex phenomena more clearly. Multimedia not only transforms the content of the course but also provides access to a variety of information, as well as multimedia not only the ability to independently create and edit texts but also to illustrate the task set using the whole arsenal of visualization, as well as cognitive activity compared to traditional. Creating distance learning courses with the help of web technologies allows you to implement arbitrary wide branches - from one course to another, in a dictionary, reference book, etc. Creates new conditions for deepening, expanding the student's intellectual activity, and clarifying individual concepts or whole sections.

Understanding the importance of the discipline studied in distance education also helps to control students' knowledge. To solve this problem effectively, monitoring distance education must test not only knowledge but also practical skills. This is possible through forms of control such as essay writing and testing.

With regard to the development of information technology, teachers pay special attention to this type of knowledge control, such as tests, which are now widely used in teaching, including distance learning. Tests are characterized by the fact that they test subject knowledge, practical skills, and the degree of thinking necessary for higher education (depth, flexibility, consistency, realism, analytical thinking; stability, concentration, concentration, and attention span; semantic memory, that is, understanding, and not Remember). The content of the test assignments pushes students to think, to think, and not to guess (Andrew Miller, 2020).

Distance learning nowadays is the main direction in modern education, because of the pandemic, but its quality should preferably be better. The tertiary education should encounter some specific problems involved with the didactic and course delivery, as at this stage of development distance learning is mainly considered from a technical point of view. The role of the teacher in distance learning is not yet visible, we must note that today is a paradoxical situation - distance learning for distance learning, especially since high-quality distance learning is impossible without relying on the principles of pedagogy.

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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 a Tbilisi No.151 Public School case.

Key words: Democracy, Civic Education, Student-Centered Teaching Strategy, Flipping Classroom, Case Study

Introduction

After the collapse of the Soviet Union in 1991 and declaration of independence, Georgia firmly decided to fully integrate into Euro-Atlantic space, i.e. become member of European Union and North Atlantic Treaty Organization. Accordingly, in order to bring a young Georgian republic closer to the western democratic world, Georgia adopted democratic ruling system and a long journey towards democracy has begun which is not yet completed. 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. Soviet Georgia had a strictly centralized educational system which fully met the political needs of the soviet authority. Thus, the necessities of students, as well as teachers were ignored by educational system. Both teachers and students lacked autonomy. The primary goal of the soviet system was to bring up a soviet citizen who would act according to the directives of the soviet government. Free will was incompatible with the soviet educational system. For instance, students were forced to enter such youth unions as "Pioneers" against their will. Neither teachers nor students had an opportunity to play an important role in social-political life. After the breakup of SU in 1990s, the need for a new conception of both theoretical and practical understanding of education policy emerged that would respond to the new challenges – consolidation of democracy and construction of a solid

civil society (Tevzadze 2016) . Strong democracy is based on citizens who are well-aware of democratic standards and human rights (Albulescu M., Albulescu I. 2015) Post-soviet countries due to the totalitarian past had poor understanding of democracy and democratic behavior and values in general. Accordingly, Georgia was not the only post-soviet state which had to face the aforementioned challenges. Poland, for example, realized the urgent need to strengthen democracy and develop civic society as early as 1989 and a once-a-week course under the name “Knowledge about Society” was offered to the Polish eighth grade students. In the framework of the above-mentioned course, Polish young people were taught the basic conceptions of democracy, the interpretation of contemporary political processes, the main principles of market economy, etc. (Tobbin 2010).

To strengthen democracy, in 2004, Georgia adopted the National Objectives of General Education that focused not only on factual knowledge but developing skills and nurturing free democratically thinking citizens. In 2006, a new subject civic education was added to the National Curriculum, since, as mentioned above, Georgian society had a very superficial comprehension of democracy and democratic values (Chkuaseli K., Dolidze T. 2017). Currently, course of civic education is taught from seventh to tenth grade and includes different disciplines beginning from history, economy, philosophy, geography, human rights, globalization and sociology to literature and media literacy, etc. (Gvelesiani et. al 2005). Since 1990s both theoretic and practical understanding of educational conception was gradually changing. It was clear that Georgian educational system had to be transformed in order to meet the needs and demands of the contemporary world. Thus, the new goal was to nurture a liberally thinking citizen who would be able to solve complex problems in changeable world, protect private and societal interests, etc. It is worth mentioning that contemporary Georgian educational system focuses not only on theoretical knowledge, but also on developing civic skills, democratic values and attitudes, i.e. students should acquire knowledge through practice (Chkuaseli K., Dolidze T. 2017).

According to the National Objectives of General Education, current National Curriculum is based on the constructivist principles that includes declarative, procedural and conditional knowledge. Declarative knowledge covers notions, facts, theories, rules and, accordingly, is static in nature, while declarative and procedural knowledge are more dynamic and focus on transferring acquired knowledge into practice (Bagatrishvili N. 2019). It is worth stating that constructivist teaching approach means transition from teacher-centered to student-centered teaching conception, i.e. a teacher is only a facilitator and the main role is played by a student in teaching/learning process. Thus, teaching approach is based not on the ready-made knowledge but rather on developing skills. According to constructivism, teaching should help students to learn to draw their own conclusions, think and act independently. Such skills as articulation of opinions, reflection, cooperation, critical analysis of multifaceted reality, etc. are regarded as central principles for constructivism and student-centered teaching strategies. Therefore, it is crucially important to offer students teaching methods that give more independence and autonomy to learners (Lobzhanidze S. 2016).

In the light of the aforementioned it is worth mentioning that although from the theoretical standpoint course of civic education is well-structured, all the same, practical activities and school projects play a minor role in everyday school life and largely depend on the professionalism and personal initiatives of teachers or schools. In other words, activities and school projects and methods that would lead to developing civic behavior, democratic values and attitudes still are not integral part of educational process (Chkuaseli K., Dolidze T. 2017). Therefore, it is imperative to use diverse innovative and effective teaching methods that would aim at developing independently thinking and acting skills among the young people. In other words, primary goal of Georgian educational system is to raise citizens who are well aware of their rights and responsibilities. Accordingly, it is important to include such interactive teaching methods as, for example, flipped classroom and case study methods in everyday teaching process that are focused on developing civic skills and democratic values and attitudes that is crucial for consolidating democracy and building a strong civic society.

Importance of Study

The paper will supplement on flipped classroom and case study methods and their impact over teaching civic education at post-secondary level. Although there is a considerable amount of literature on why the aforementioned methods are effective teaching tools in general, there is the lack of a comprehensive substantiated understanding of how teaching with flipping classroom and case study methods reflect on teaching civic education at post-secondary level of Georgian schools in practice.

In addition, the paper might help interested audience and policy makers to better understand how the aforementioned methods can be more effectively used for teaching civic behavior, democratic attitudes and values.

Hypothesis

Students who are taught civic education at post-secondary level with case study and flipped classroom method feel more enthusiastic about engaging in learning process than students who have a traditional lesson where teacher does all the lecturing.

Independent variables: case studies, flipped classroom

Dependent variables: engagement in learning process

Research Questions

This paper will argue that the flipped classroom and case study methods give more initiative and motivation to the Georgian post-secondary school students to actively engage in learning process and, accordingly, help learners to improve civic skills and better understand the essence of democratic values and attitudes. The paper will attempt to answer the following main questions:

1. Why does teaching civic education with the flipped classroom and case study methods give more initiative and motivation to the Georgian post-secondary school students to actively engage in learning process?
2. What are the main advantages and disadvantages of teaching civic education with the flipped classroom and case study methods at the post-secondary level?
3. How can teaching civic education with the flipping classroom and case study methods at the post-secondary level be improved?

Purpose

The aim of the paper is to identify the main challenges and advantages of teaching civic education with the flipped classroom and case study methods at post-secondary level of Georgian schools by analyzing a Tbilisi No.151 Public School case. The paper seeks:

- a. To analyze why does teaching civic education with the flipped classroom and case study methods give more initiative and motivation to the Georgian post-secondary school students to actively engage in learning process.
- b. To examine the main advantages and disadvantages of teaching civic education with the flipping classroom and case study methods at the post-secondary level of Georgian schools.
- c. To identify how can teaching civic education with the flipped classroom and case study methods at post-secondary level be improved.

Limitations of Study

It has to be emphasized that the paper has its limitations. First, the paper analysis only a Tbilisi No.151 Public School case and, accordingly, contains the limited number of interviews. Interviews conducted in other schools would give a more detailed picture. Second, the interviews were conducted with only student respondents. Therefore, the findings presented in the study is solely based on the data generated through analyzing interviews of student respondents of the Tbilisi No.151 Public School and the researcher's observations and does not include analysis of other teachers or students.

Methodology

The study is qualitative in nature. The study was carried out on fifteen 14-16 old post-secondary students of Tbilisi No.151 Public School and covers 2021-2022 academic year.

One of the major methods used in this study is participant observation. As Joanne Mackellar (2013, p. 57) indicates “The process of participant observation requires the researcher to become involved as a participant in a social setting and make descriptive observations of him/herself, of others, and of the setting” . The aforementioned method has many advantages over other methods of collecting data. Compared with other methods, participant observation is cost effective and less time-consuming as it happens in the social settings familiar to the researcher and simply requires analysis of social settings, participants and their behavior.

The data was triangulated by structured interviews. Clifford Geertz (1973) posits that conversation provides insights into meaning. Interviews might be useful tool for comparing, evaluating, revising and analyzing the information obtained via participant observation. The interviews targeted students who are knowledgeable about the issues involved in this study. The researcher identified individuals who might be interested in participating in the study as interviewees. Interviews were conducted through a face to face method and pen and paper interview techniques. The procedure involved emailing introduction emails to the parents of potential participants (after reaching agreement in advance with the students themselves) requesting them to permit their children to participate in interviews. After obtaining their consent, the researcher sent out a set of interview questions in advance appended at the end of this paper.

Literature Review

Several works suggest that in order to improve learning outcomes it is essential to offer learners a comfortable, secure and, most importantly, joyful learning process. Accordingly , by using different teaching strategies that are focused on stimulating joyful stimuli among student may result in higher engagement of students in learning process that will eventually enhance learning results. In other words, the more enthusiastic students feel about the learning process, the more productive they are (Waterworth P.G. 2020). Thus, it is important to offer learners diverse , joyful and effective learning activities and strategies. In the following paragraphs two different teaching methods will be discussed.

As some literature emphasizes a case study method gives opportunity to students to explore cases or dilemmas that are linked to real life, i.e. they learn to solve complex problems in real life context (Minniti et.al.2017).

Moreover, while analyzing cases, learner look at real life challenging situations from different perspectives that potentially enhances their horizon of thinking. Besides, the aforementioned method places students in central position, i.e. case studies put emphasis on more student-centered rather than teacher-centered teaching approach (Inhad et.al.2013).

As suggested by Kirchherr & Piscicelli (2019) a case study method is based on three main principles: interactivity, non-dogmatism and reciprocity. Thus, a case study approach gives students opportunity to actively interact with one another and investigate problematic situations. Furthermore, learners are not strictly focused on theoretical frameworks and, accordingly, largely depend on analytical thinking. In addition, students' observations and interpretations are often included in a teaching process.

Flipped classroom, according to Herreid & Schiller (2013), can be defined as a teaching model in which students do homework in class, while classwork is done at home. They indicate several advantages of the aforementioned method. Firstly, for example, students have more freedom to move at their own pace. Secondly, by using a flipped classroom method a teacher can learn more about her/his students' learning styles or challenges. Thirdly, the above mentioned method normally gives opportunity to teachers to use classroom time more productively. Last but not least, a flipped classroom approach focuses more on technology. For example, learners watch videos at home in advance, while discussions are held in class.

As A. Basal (2015) emphasizes flipped classroom method contributes to individualized learning, increases motivation of students and helps to build uninterrupted connections between students and teachers.

Findings

Twelve out of 15 students described flipped classroom method as complex and challenging since it requires reading/watching/listening at home but at the same time interesting and sometimes convenient. Ten of the students underlined that, for example, watching films or reading short articles at home is more advantageous at home than in class since it saves time for class discussions and gives them opportunity to move to their own pace. Three of the students indicated that flipped classroom method gives them a good opportunity to observe closely learning process and elaborate their own effective learning strategies (how to learn easily). As most of the student respondents stated, the in-depth analysis is much easier after researching at home. Some of the students underlined that even if some of them haven't read or watched at home, they can still get information from others (from those who did homework) which saves their time and also gives them chance to engage in class activities.

As already mentioned above, a flipping classroom method requires doing homework at home before coming to class which might be a challenge at times, as the students indicated. It requires more concentration and they have to work harder. As they stated, although they might do some reading or watching at home, they easily forget details before coming to school. The fact that some students do homework and others don't, places students to some extent in different positions and sometimes irritates those who did homework. Two of the students stated that doing homework in advance before coming to school might not have a positive impact on their motivation to engage in class activities.

All the students, however, described case study as exciting, intriguing, interesting, reflexive, comfortable, joyful, entertaining teaching/learning model where they can freely express their feelings, emotions and opinions. Eleven students emphasized that the case studies give them a very good opportunity to actively engage into conversations with others and even learn more about one another's personalities. Because it does not require hard work (for example, reading at home) they find this type of teaching relaxing. Students like the fact that this teaching model means that they will do a lot of talking, express their opinions, look at the concepts/situations/facts/events, etc. from different perspectives, even reevaluate their standpoints. As the most students stated, they prefer talking over listening and a case study method gives them brilliant opportunity to talk as much as they like.

As students emphasized during case study discussions, each person might want his or her understanding of the concepts/situation, etc. to prevail. In addition, some participants might be defensible and partisan. They may not be flexible to accept views that go against their standpoints. Dealing with such kinds of diverse groups can make communication and understanding a challenge. However, as they underlined all the aforementioned challenges, have a positive side too, since learners learn how to control their emotions and, most importantly, defend their opinions without engaging in a fight. All of the students said that studying through active participation, for example, discussions seems very interesting to them and makes them want to engage in class activities.

To sum up, most of the students emphasized that a case study looks more attractive to them, since, unlike a flipped classroom model, it doesn't require doing some work at home and only focuses on their participation in class activities.

Conclusions

In conclusion, this paper suggests that the flipped classroom and case study methods give post-secondary students power and control over the learning process, therefore, they are inclined to actively participate in learning activities, express their opinions, listen to others and thoroughly analyze the issue/topic under investigation that results in transferring knowledge into practice.

The study demonstrated that teaching civic education with flipping classroom method saves time and, for example, gives a teacher opportunity to ask students to watch movies/videos at home that would be impossible in class because of time limitations. Besides, even if some of the students didn't do homework (reading/watching) they can learn from others. It has to be underlined that sometimes because those students who did homework describe books, articles or especially movies fascinatedly and interestingly even those who didn't do homework develop interest and watch/read materials what they were supposed to do before coming to school.

It has to be stated that the case studies give initiative to all students to engage in class activities (since they

like it a lot) and give them opportunity to develop critical thinking, communication and collaborative skills. Even those students who are passive in other situations are readily participating in case study discussions. Those who do not like doing reading/watching at home have an opportunity to make presentations, express their standpoints, actively engage in conversations.

The major recommendations of this paper is to use simple real day situations for case studies so that students can easily relate to the topic under discussion. Besides, at times it is beneficial to select provocative/controversial topics for both case studies and flipped classroom (based on a teacher's personal observations/judgements done in advance). For example, gender equality, bullying, social media, contemporary historical events, etc. In addition, using videos or movies as flipping classroom materials is productive since students in most cases prefer listening or watching over reading.

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Appendix 1

Interview Questions

1. What are the main characteristics of flipped classroom and case study teaching model?
2. What are the positive aspects of flipped classroom and case study teaching model?
3. What are the negative aspects of flipping classroom and case study teaching model?
4. How does the flipping classroom and case study teaching methods reflect on students' motivation to engage in the learning process?
5. What are the students' thoughts and reasons regarding what is to be gained by teaching civic education with the flipping classroom and case study teaching methods?

Higher-level Reading Skills in English language teaching in Georgian Secondary Schools

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Abstract

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 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 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.

Key words: Higher-order reading skill, ELT textbooks, reading literacy

1. Introduction

For many decades English language teaching in Georgia was conducted using a grammar-translation method where reading and writing were emphasized at the expense of speaking and listening. Even now the influence of this method is still felt in many classrooms around the country affecting teachers' attitudes and driving them to focus on grammar and vocabulary exercises and reading tasks more than any other aspects of the English language. According to present-day standards of ELT in Georgia, development of the reading skill maintains its importance taking equal if no longer dominant place among other language skills. Reading tasks constitute 20 % of the total score in Unified National Exam in English. Even a superficial look at the National Curriculum of Georgia and textbooks used in primary and secondary schools confirm the importance of the reading skill in the development of English language proficiency. It is surprising then that so many of the undergraduates the authors of this article work with at Akaki Tsereteli State University experience serious problems when they have to work with longer and more complex texts in their English language classes and even more difficulties in dealing with academic texts as part of various university courses. In order to understand the challenges that we face in this regard, it is crucial that the nature of reading and the cognitive processes involved are understood fully.

Thus, the paper aims to study how well teaching reading in secondary schools meets the requirements set by the international standards as well as the national curriculum in this area. For this purpose, it researches how reading literacy is conceptualized in literature, the National Curriculum of Georgia as well as relevant international documents and assessment instruments and assesses the tools and tasks that are used to develop higher-level reading skills in lower and upper secondary level textbooks in Georgian schools.

2. Literature review

In order to evaluate how reading is taught, first we need to define the construct and review various conceptualizations of reading in general and reading in a foreign language in particular. It is a challenging task because understanding of reading evolves constantly. Grabe and Stoller emphasise the evolution the concept underwent in the 25 years preceding the publication of their book in 2011 (Grabe and Stoller, 2011). Ediger (2014) talks about ‘new literacy’ in view of the profound changes caused mainly by technological development. In the same vain, The OECD Programme for International Student Assessment (PISA), an international assessment that includes reading literacy as one of its major components, thought it necessary to revise its analytical framework with regard to reading for 2018 to reflect the recent changes in the nature of reading (OECD 2021, p.22).

The complexity with adequate definition of reading lies in the fact that it needs to cover a variety of purposes, skills, complex cognitive processes and social contexts involved in reading (Grabe and Stoller 2011, pp. 3-4). Knowing how to read “encompasses cognitive, metacognitive and affective-motivational dimensions of behaviour” (OECD 2021, p.22). We will not attempt to provide a thorough review of the construct of reading as it is conceptualized in the relevant literature. Even a very brief look clarifies that reading is a multidimensional and multilevel skill.

Georgian National curriculum defines literacy as the ability to read, write, receive, process, reflect on, systematize and share information (National Curriculum 2017). This definition combines reading and writing, but clearly receiving information, processing, reflecting on and systematizing it suggest quite a broad definition of reading that goes beyond simple text comprehension. This is in line with Ediger’s (2014) even broader definition of ‘new literacy’ as “the ability to find, identify, evaluate, use and communicate using a wide variety of resources including text, visual, audio, video” (Ediger 2014, p.155). A definition provided for PISA purposes relates specifically to reading literacy and is consequently even more relevant to our purposes. Reading literacy is “an individual’s capacity to understand, use, evaluate, reflect on and engage with texts in order to achieve one’s goals, develop one’s knowledge and potential, and participate in society” (OECD 2019, p. 23).

In our analysis below we mainly rely on the framework suggested by Grabe and Stoller (2011) where reading ability comprises the following components:

- Lower-level Processes
 - Lexical access – identifying words, recognizing their meanings
 - Syntactic parsing – extracting basic grammatical information at the clause level
 - Semantic proposition formation – extracting meaning at the clause level by combining word meanings and grammatical information
- Higher-level Processes
 - Coordination of main point and supporting ideas – text model of reading comprehension
 - Interpretation of the information in terms of the reader’s own goals, feelings and background expectations – situation model of reader interpretation
 - Background knowledge use and inferencing – crucial in interpreting the text
 - Executive control processes - abilities to oversee, or monitor comprehension, use strategies as needed, reassess and re-establish goals, and repair comprehension problems.

The challenge we have encountered at the university level is rarely connected with lexico-grammatical or even semantic levels of meaning interpretation. Reviewing several studies, Karakoç, Ruegg and Gu (2022) list the following skills as important for academic success at university level: answering reading-related written questions, comparing and contrasting ideas in a text or across texts, synthesising texts, integrating information from texts in assignments, applying the knowledge and preparing for lectures, and critical reading. They include all of these among higher-level reading skills (p. 2). This confirms our own observation that it is higher-level processes that cause particular difficulties for undergraduate students. The following table (Table 1) is adapted from PISA 2018 Assessment and Analytical Framework (OECD 2019, pp. 34-37) and it lists higher-level cognitive processes as well as brief information about the tasks used to test them.

Table 1.

Higher-level Processes according to PISA 2018		
General Category	Cognitive Processes	Tasks
Locating information	Accessing and retrieving information within a text	Scanning, phrase level, explicit links
	Searching for and selecting relevant text	Headings/subheadings, author, date, etc. links.
Understanding	Representing literal meaning	short passages, ranking, prioritising or condensing information at a local level
	Integrating and generating inferences	Linking different portions of the text together, coherence relationships, identifying implicit main idea of a given passage, producing a summary or a title for the passage
Evaluating and reflecting	Assessing quality and credibility	How valid, up-to-date, accurate and/or unbiased the source is. How competent, well-informed the author is.
	Reflecting on content and form	Evaluating how the content and form together express the author's purposes and point of view, linking with one's knowledge, opinions or attitudes
	Detecting and handling conflict	Assigning discrepant claims to their respective sources and assessing the soundness of the claims and/or the credibility of the sources.

All of the above-discussed concepts and issues have to do with reading in L1. However, reading in the mother tongue and in the second or foreign language are sufficiently similar to make this discussion relevant for our purposes even though the study deals with teaching reading in the EFL context. It is widely recognized that “underlying cognitive processes involved in L1 and L2 reading are generally the same” (Grabe 2009, p. 449). According to Ediger (2014) the main difference between L1 and L2 readers is the speed of their progress rather than the process itself. However, it is essential that we are aware of the main differences between the two. These differences can be summarized as follows

- Difference in models of discourse organizations between L1 and L2. Consequently, this aspect may require explicit attention;
- Different social and cultural assumptions that L2 readers may not be familiar with;
- Greater metalinguistic and metacognitive awareness on the part of L2 readers;
- Much more limited linguistic knowledge in L2 readers. Minimum level of knowledge of L2 (the Language Threshold Hypothesis) is needed to make effective use of skills and strategies for L1 reading comprehension (Grabe 2009, Grabe and Stoller 2011).

Despite these distinctions, it would be unacceptable to exclude higher-level reading processes from the syllabus of the English language teaching, especially at the B1 level, the level required for Georgian school-leavers by the National Curriculum. In fact, Common European Framework of Reference for Languages explicitly includes many of the skills mentioned above in the descriptors for B1 level. For instance, reading for orientation includes the ability to “locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task” or to read specific types of texts (including web resources) to “identify what they are about and decide whether they contain information that might be of practical use” (North, Goodier, Piccardo 2018, p.62). While reading for information and argumentation learners are required to “identify the main conclusions” and ‘recognize the line of argument’ in argumentative texts (ibid p. 63). In addition to awareness of various types of cohesive devices and the role they play in text organization, B1 level implies the ability to “extrapolate the meaning of a section of a text by taking into account the text as a whole, use titles to make basic inferences about the text (ibid p. 67) and understand communicative intentions of each contributor in online communication (ibid p.97) All of these descriptors clearly refer to higher-level processes in EFL reading and are required for school leavers in Georgia.

Thus, higher-level reading skills are definitely one of the areas L2 instruction should focus on. Having discussed the similarities and differences in L1 and L2 literacy Ediger (2014) makes a number of suggestions for school-age learners’ literacy instruction. For one thing, Ediger emphasizes the necessity to support and use L1 literacy skills and resources for L2 reading. This implies the attention to developing learners’ metacognitive competence. She also recommends teaching multiple literacy skills (which in itself is not a new concept), but keeping constant focus on meaning-making. While speaking about the Integrated teaching of skills, she focuses in particular on teaching relevant language functions needed to discuss the content and ideas from the reading material. Some of these suggestions are highly relevant for the higher-level reading development needs of Georgian learners of English.

3. Methodology

3.1 procedure

The study aimed to identify how well textbooks used in Georgian secondary schools develop higher-level reading skills that are required by the National Curriculum of Georgia, international standards for B1 level and are essential for the success at undergraduate level. For this purpose, we studied lower and upper-secondary school level textbooks for grades 9-12 ensuring that the language threshold issue was avoided. The textbooks Top Score 3, Activate A2 and Activate B1+ were studied with the purpose of identifying reading tasks aimed at developing higher-order reading skills. The checklist for higher-level reading processes was created on the basis of the literature reviewed above in combination with the concepts and types of activities suggested in the National Curriculum and it included the following:

1. Finding details in a text/passage from a text
2. Searching for/selecting a relevant text
3. Understanding information at a local level
4. Summarizing a text, organizing the information (e.g. using graphic organizers)
5. Inferring information
6. Linking the text with prior knowledge (personal experience, knowledge)
7. Forming a personal attitude to the text/information
8. Assessing the credibility of the text/source
9. Reflecting on the form of the text

10. Reflecting on the author's purpose
11. Identifying and assessing discrepant claims
12. Monitoring and analyzing their own reading process

3.2. Results and Discussion

The study of the three textbooks showed that each unit contained at least one reading skill development section. Thus, Activate (Act.) textbooks have 12 reading texts each and Top Score (TS) has 9. However, writing sections in Activate also contain some texts that can be used for reading development, while Top Score has a "Culture Focus" section that often has long texts with reading comprehension exercises. Each text is accompanied by 5 to 7 tasks including pre-reading, while reading and post-reading ones. These tasks mostly check reading comprehension, but sometimes we see exercises that focus on the new vocabulary found in the text. The results of this analysis are summarised in table 2.

Table 2.

Textbook	Number of texts	Reading tasks per text	Pre-reading	While reading	Post reading	Vocabulary focus
Top Score	9 (+culture focus)	5	1	3	1	1
Activate A2	12 (+ writing)	7	2 (skill zone)	3	2	0
Activate B1+	12 (+ writing)	7	2 (skill zone)	2/3	3/2	1

The pre, while and post tasks were analysed in relation to the checklist of the higher-level reading processes and the findings are presented below:

For Pre-reading questions:

- Vast majority served to activate personal experience, e. g.: Do you have any talents shown in the photos? (Act. B1+)
- There were a few examples of activating prior knowledge, e. g. Find these ancient cultures on the map. Put them in order from earliest to latest. (TS)

Majority of while-reading tasks focused on

- finding details in a text/passage from the text
- understanding information at a local level
- Inferring information, e.g. How did Martina feel about the cow sculptures? Very interested /fascinated (Act. B1+)
- Working on vocabulary, e.g. Find words or expressions in the text which match these definitions.

Post-reading tasks dealt with

- Summarizing texts e.g. Say what each person said about their own challenge. (Act. B1+)
- Linking with personal experience. E.g. When was the last time you felt seasick or homesick? Where were you? (Act. A2)

There were only very rare examples of

- Identifying the author's purpose, e.g.: What is the main message of the article?
- Monitoring and analyzing their own reading process. (Skill zone)
- Critical evaluation of the author's position, e.g.: Do you agree with the author's opinion?

We could not identify any examples of

- Assessing the credibility of the text/source
- Reflecting on the form of the text
- Searching for a relevant text
- Identifying discrepant positions and assessing the soundness of claims even when the texts provided ample opportunity for it.

4. Conclusion and Recommendations

These findings, though obtained through the analysis of limited sources, allow us to make several conclusions regarding the reading tasks in some ELT textbooks used in the lower and higher secondary level classes in Georgian schools in terms of their treatment of higher-level reading processes:

- Most reading tasks in English textbooks focus on linking texts with students' personal experience, but almost no practice is provided in evaluating information, linking it with other texts and analyzing its credibility;
- Insufficient explicit attention is given to developing metacognitive strategies of managing the reading process;
- Discourse organization of texts receives little attention and it is limited to identifying cohesion devices.
- Skill development occurs in an integrated manner. However, even when texts used in lexical or grammatical exercises complement the reading material, this opportunity is not exploited for comparing and contrasting the information or identifying conflict.
- On the positive side, some textbooks provide explicit practice in functional elements needed for developing higher-level reading skills, e.g. expressions for summarizing.

Based on these conclusions several recommendations can be made for teaching reading in EFL classes and they mostly concern the teachers' role in the process. It is a teacher's responsibility to complement the deficiencies that were identified during the analysis. They would need to ask additional inferencing questions, emphasise links between texts, e.g. similarity or difference of positions or opinions, completing information by connecting two or more texts. It would also be helpful to encourage elicitation of students' prior knowledge on text-related issues wherever possible. Particular conscious attention needs to be paid to metacognitive strategies that can be transferred from L1 reading or new strategies to be developed in English. Last but not least, teachers would need to put special effort into helping students overcome linguistic obstacles by helping them not only with specific vocabulary items, but even more importantly, functional exponents used to analyse texts, e.g. phrases for agreeing/disagreeing, comparing and contrasting.

Overall, while reading skill remains a challenge for Georgian learners of English, more research is required into how reading is actually taught in our context. It is also essential that current conceptualization of reading supplied by relevant research is used as a foundation for material development and planning the process of teaching reading.

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Groups as Psychological Construct in Language Learning Classroom

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Abstract

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.

Key words: educational psychology, groups, language learning

Introduction

Language education is one of the core areas in this global world of the 21st century. Scholars in the field of different sciences with psychology leading among them try to explain the behavior of learners in the language classroom in order to help teachers better understand classroom participants, to know more precisely why learners do what they do and how to approach them to make more learning possible. The sociocultural factors influencing learner behavior is one of the key areas that teachers have to be aware of. Understanding of groups, how they act and how individuals interact within groups, how social learning and construction of knowledge happens in socialization should start with Vygotsky's sociocultural theory (1962) of learning. The idea in his influential concepts of the zone of proximal development and scaffolding are key in social communication with more skilled adults or peers. In language education two important perspectives have been noted: the first is the focus on the individual differences and needs and their effects on language learning outcomes and the second highlights the central role of social groups and socialization. In recent years, however these two perspectives have been united and the sociocognitive approach to learning proposed by Atkinson (2010) is a very interesting theory in discussing the role of group dynamics in language learning. Atkinson's view of 'extended cognition' and 'imbedded cognition' are seen in sociocultural views of how individuals shape the learning context, environment and groups and how the same individuals are shaped by the learning context and groups, how cooperative learning happens and how near peer models (Murphey and Arao, 2001) work.

Groups in language classroom

The key focus is placed on how groups in language classroom affect individual learning and how these individuals belonging to the groups on their part contribute to group dynamics.

Groups can be different. They can be big and small. The biggest group can be the national group the smallest one can be the family. It does not matter how big a group is it affects individuals. How do individuals view the world around them? How do individuals know what is accepted in the classroom and what not? How do individuals know what to value in friendship and what not? How do individuals know what is the normal behavior and what not? The answer to these questions come according to our belongingness to different social contexts. Davis and Sumara (2006) offered ‘nested systems’ in order to highlight the variety of social systems and their effects on individuals. The biggest group considered by the authors is the ‘national culture’. Students come from varied cultures and cultures differ widely: in some cultures students are more supported to learn than in others; some students value individual success while others strive for collective good; some view teachers as equals and themselves as the ones who have power in the classroom together with the teacher while for others teachers are the only powerful people in the classroom who they have to listen without questioning and not take their precious time away. Affiliation to these different groups make learners different. Language teachers have lots of cultures represented in their classrooms, this is exactly what some of them may value in their profession most and awareness of their differences makes teachers explain why learners behave the way they do and equips them with empathetic and sensitive approaches, also makes them aware of their own biases. Culturally sensitive teaching promotes positive group dynamics, atmosphere of mutual trust, tolerance and group cohesiveness.

The other levels of nested systems offer considering our affiliation to local communities, families, friends and schools. Every school has its norms written explicitly in the curriculum or understood by attending it and known as ‘hidden curriculum’. How things are done in this school, in this particular classroom, with this particular teacher effects learners behavior and learning habits: whether they will participate, be involved, interested, will feel safe, will be more considerate of others, if they accept teacher authority, be autonomous and if they become self-regulated learners with high self-esteem.

Individuals and groups

Language teachers know how important it is to conceptualize the significance of individual learner in the classroom, but we also know that language learning is primarily the social activity as people use language for communication. Language teachers know the role of promoting learner autonomy in the classroom, as one of the basic human needs but it does not always mean working alone. The recent studies (Murray, 2014) proved the social character of learner autonomy. Collaborative relationships in virtual environments, positive group dynamics in language learning classrooms promote learner autonomy. It is pivotal to highlight the advantages of positive group dynamics: learners develop stronger sense of identity, academic activities are motivating

for them, they less disengage and more participate. The advanced model of group is communities of practice identified by Lane and Wender (1991). Wenger (1998) lists three modes of belonging to communities of practice: engagement, imagination and alignment. How our learners interact in the classroom is what engagement is about and using imagination also expends viewing how we engage with the world around us. Imagination on its part visualizes where we are heading and alignment is between our behavior and social environment. Do we want to be identified by ourselves with other people there and with their practices? Unfortunately, the classrooms sometimes show different scenarios. Learners sometimes enroll in order to gain credit and not to belong to them; some classroom practices do not require engagement or imagination from learners, they are focused on not failing exams and thus the past experiences of our learners being in the group without belonging to it may have profound effects on their participation in forming group identity now. Nelson and Murphey (2011) talk about the benefits of learning in groups and among many findings they highlight that cognition (academic learning opportunities) and affect (emotions, feelings, moods) that are closely linked in a group give unforgettable experience to our learners. The collective agency, feeling empowered and the desire to work and commit to collective goal, of our learners are developed consequently and emotional contagion which is defined by Cacioppo and Rapson (1994) as ‘the tendency to automatically mimic and synchronize facial expressions, vocalizations, postures and movements with those of another person and consequently, to converge emotionally’ (p.5) is formed. The role of emotional contagion in language learning psychology should not be undervalued by teachers. And what is the role of a teacher? To be the leader of the group contributing to positive group dynamics and assisting groups achieve their goals.

Conclusion

Promoting positive group dynamics cannot happen without individual learners and likewise we cannot attend learners without groups. In language learning classrooms they are intertwined. Being part of a group gives individuals more agency and the ability to do more.

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Reflective Listening's Positive Influence on Learning Environment

Nino Zaalishvili

Abstract

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.

Key Words: Reflective Listening; Lectures; Students; Lecturers; Communication

Introduction

Listening is an action, which gives attention to the sound. When people listen to the information, they try to get what other people are saying and try to guess what they meant. The act of listening is complex and includes affective, cognitive, and behavioral processes. As well as listening is deeply connected with memory. Memory reminds the speakers of the context of what they had heard before.

In many cases, listening skill can solve problems and in many cases, poor listening may cause misunderstandings, which may cause conflicts, that often occurs in the learning environment. Sometimes students are not listening to the information till the end, they are in a hurry to respond, rather than to analyze the questions, as a result, there are misunderstandings and in more difficult cases – conflicts. The problem to be managed, reflective listening skill is the best solution. Reflective listening skills will help students to listen to the information till the end, and have empathy.

Throughout the paper will be analyzed reflective listening skill, strategies, conducted research results and recommendations.

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Literature Review

Listening is an art. In the process of communication, one of the major problems is that people do not listen to the information till the end, and they are in hurry to respond quickly, the same happens in the learning environment. Students are in hurry to answer questions, rather than to listen to each other or the lecturer.

In order to analyze the problem in detail, it is important to emphasize what are the stages of the listening. It unites receiving, understanding, evaluating, remembering, and responding. The stage of listening includes hearing and attending, while understanding determines the context and meaning of the word. At the evaluation stage, people assess received information and get ready to develop the response while the remembering stage allows people to record information for later recall. In the case of the responding stage – a listener provides verbal or non-verbal reactions based on short-term and long-term memory (University of Saskatchewan, n.d.)

Reflective listening is the skill that helps students to analyze the information and to respond with empathy.

Reflective listening was aroused by Carl Roger's school of client-centered therapy in counseling theory. According to the theory, there are the following stages in the therapy:

- Therapist-client psychological contact – each person's view of the other.
- Client Incongruence - client's experience and attentiveness
- Therapist Genuineness – The therapist is not performing but listening
- Therapist unconditional positive regard – Therapist receives client without judgment
- Therapist's empathic understanding – The therapist recognizes client's situation

Client Perception – The client remarks the therapist's empathic accepting (Raskin, Rogers, & Witty, 2014 , pp. 95-105).

It is important the lecture's formats be oriented on this model. In this case, misunderstood and conflict will be avoided. At the same time, Dalmar Fisher's Model of Reflective listening is noteworthy, according to the model, there are the following stages:

- Focusing on the conversation;
- Acceptance the speaker's perspective without necessarily agreeing on it;
- Mirroring the mood of the speaker, reflecting the emotional state;
- Brief what the speaker said;
- Replying to the speaker's precise point;

Exchanging the roles of the speaker and the listener (Fisher, 1993, pp. 430-436).

If both models were provided at the lectures, the classroom climate would be more positive.

Methodology

Quantitative and qualitative mixed methods were used in the research. It was implemented among Bachelor level students. First, a survey was sent to thirty students of one of the Georgian University, faculty: Business Administration, in order to examine if there were listening problems. Second, an observation was conducted in the Tourism Management program, among thirty students.

Methods

Quantitative and Qualitative mixed methodology.

Background information

Probability sampling was conducted, first – sampling, and then simple random selection.

Participants

Sixty participants.

Results and analysis

30 students from the faculty of business administration (Junior and Senior) were asked questions.

On the question, if they listen to the lecturer till the end, while providing the information, 62% answered no, 28% sometimes, and 10% no.

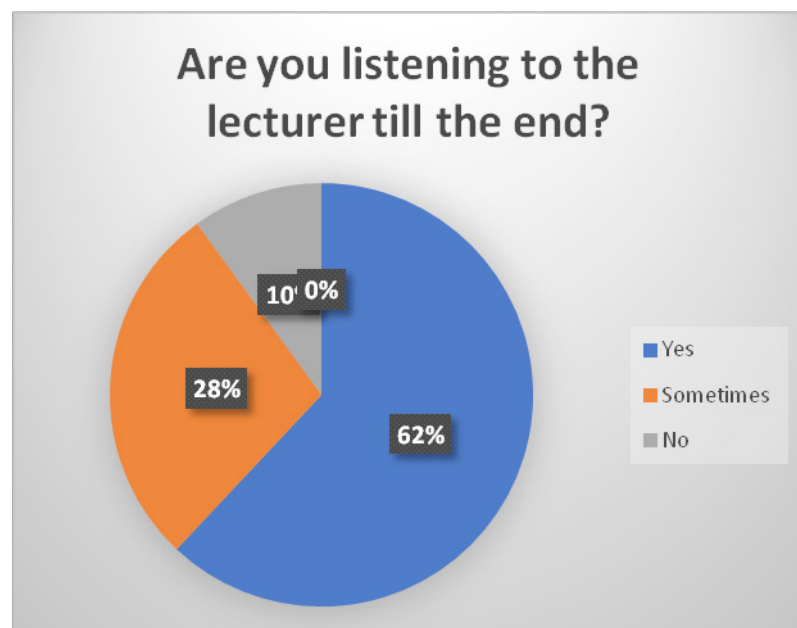


Figure 1 – Listening to the lecturer till the end

On the question, if the students listen to the group mates till the end when they speak, 58% answered no, 21% yes, and 21% sometimes.

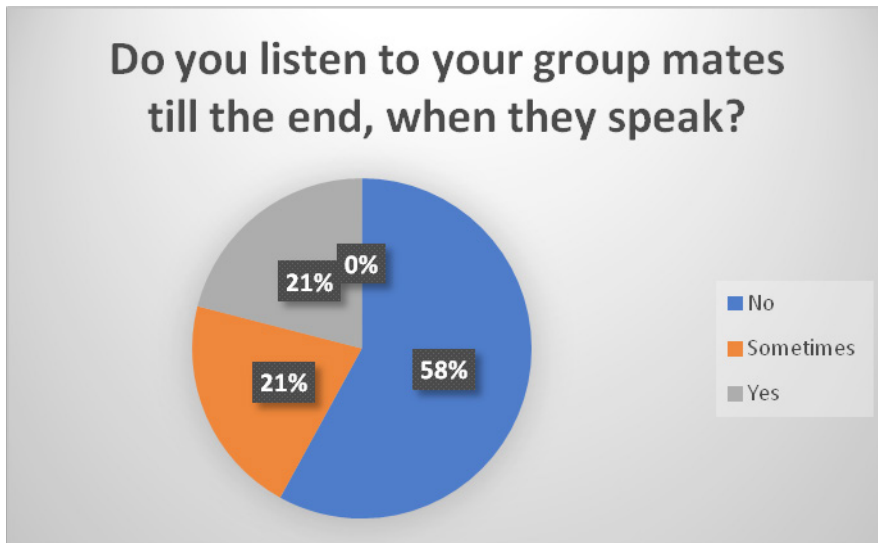


Figure 1.2 – Listening to the group mates till the end

On the question, if the students are in hurry to respond quickly to the lecturer, rather than to listen to the information till the end, 79% answered yes, while 21% answered no.

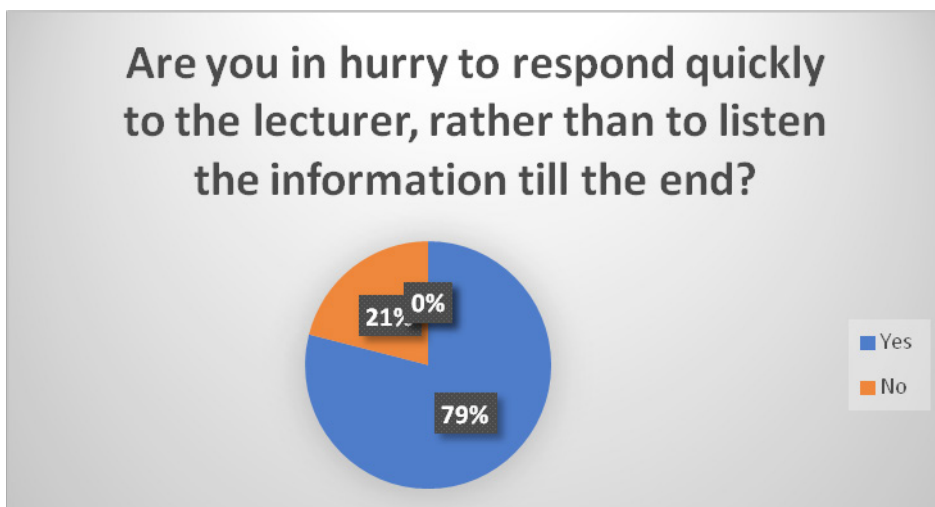


Figure 1.3. – Quickly Responds

On the question, if students are empathetic, while they listen to the speaker – 75% answered not always, while 25% answered no.

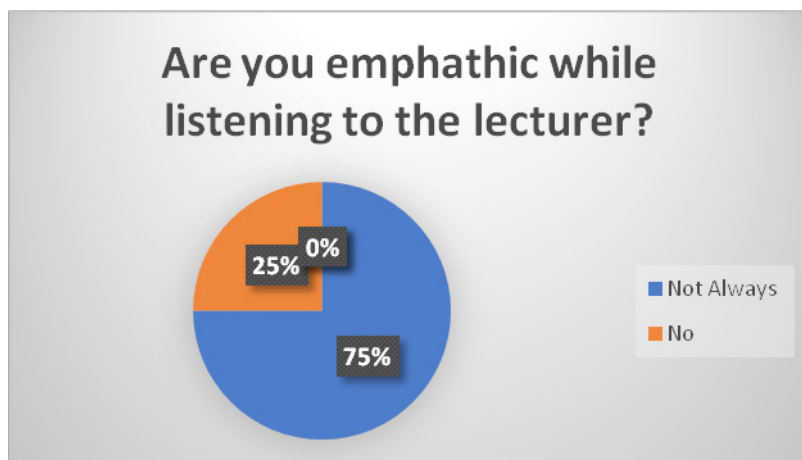


Figure 1.4. – Empathy in the listening process

Observation

During one month, an observation was conducted among thirty students, in the program – tourism management. It was an overt observation, and the participants knew they were observed. During the process of the observation, the following problems occurred: students were not listening to each other and the lecturer, they were interrupting each other while one of the students was answering the question of the lecturer, and the second problem was – the students were not listening to the information till the end and were answering about another topic, rather than what was the question about.

Conclusion and Recommendations

62% of students do not listen to the lecturer till the end when she/he provides information. At the same time, 58% of them do not listen to their group mates. 79% of the students are in hurry to answer, rather than to listen to the information, and 75% of them are not always empathetic while listening to the speaker.

According to the observation results, there were problems of being hurry and interrupting each others.

If reflective listening skills were developed at the lectures, the students will benefit from progress in listening to the lectures and clarifying the speaker's messages.

Recommendations

- Client-therapy model should be added to the lecture format
- Dalmar Fisher's stages should be added to the lecture format
- Reflective Listening training should be implemented among students and lecturers

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Effects of technology innovations in education.

“A tool is just an opportunity with a handle”

(Kevin Kelly).

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Abstract

“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;

1. Introduction

Technological innovations are having a significant impact on educational systems at all levels. Online courses, teaching aids, educational software, social networking tools, and other emerging technologies are disrupting the traditional classroom environment. Understanding the effects that technological innovations have on students, teachers, and schools is critical to developing strategies and techniques to manage and use technology in education.

2. Discussion

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 is 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. Obviously, for educational leaders, we strive to constantly re-design the concept of education to meet the needs of diverse learners, paving the way for innovation that is relevant, personalized, and responsive to the students in our classrooms and schools today. When examining innovative practices in education, there is more to innovation than technological innovations. Innovative practices in education involve how we use technology and harness its power. Additionally, innovation in education can lead to better overall outcomes in the school environment. Innovative classrooms are filled with students who are developing stronger communication skills and building engagement capacity amongst their peers. Personalized learning and differentiated opportunities for students due to innovative practices in education are key components to preparing students for a global, competitive workforce in the 21st century. In this digital age, students learning in innovative classrooms can potentially retain more information and process at a deeper level of understanding.

However, because of the access to information and educational opportunity that technology has enabled, in many classrooms today we see the teacher’s role shifting to the “guide on the side” as students take more responsibility for their own learning using technology to gather relevant information. Schools and universities across the country are beginning to redesign learning spaces to enable this new model of education, foster more interaction and small group work, and use technology as an enabler.

Technology is a powerful tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for people to learn and work together. With the worldwide reach of the Internet and the ubiquity of smart devices that can connect to it, a new age of anytime anywhere education is dawning. It will be up to instructional designers and educational technologies to make the most of the opportunities provided by technology to change education so that effective and efficient education is available to everyone everywhere.

From our teaching experience we have come to the conclusion that using technology in teaching-learning process absolutely modifies the process and students acquire knowledge easily and what’s more can transform it in life situation, that is our goal. Creating their digital resources is worth mentioning. It helps them considerably in their overall development and growth as it provides them with many opportunities for exploration. It helps you save both time and money, and it develops technology skills early on so that your child has the best chance of succeeding in the highly competitive world of today. Through technology, children are able to

express themselves and show their creativity. A child's mind is vivid and their imagination is vast. Their future is in their hands, provided that they receive adequate resources and support. The promise of education has enabled growth on the individual and professional levels throughout history, but not for all. In this regard, an increasing number of education organizations are recognizing that technology can have a positive impact on education, and that utilizing the right tools and methods can have a dramatic impact on marginalized students.

It is another amazing aspect of technology to know that its use can help us to build and maintain social relationships and to collaborate with others. With the use of technology, kids are now able to connect with one another through social media, games, and to participate actively in interactive activities, all with just one click of a button. Live chat and other active mediums are available for them to communicate remotely, sitting at their homes. Technology is essential for a child's growth as an independent and self-reliant individual. As a result, they are helped in their real lives to better develop these abilities. Additionally, it increases concentration and alertness. Technology enables your child to learn anything and everything he can never learn in a closed four-walled school. Helping him grow with the right values as well as the right skills. The use of technology can enhance the educational experience of every student, as it can enhance learning experiences not only through information, but also through a dynamic and interactive mode. Technology promotes student engagement, which leads to better retention of information. Technological change is relevant to students due to the fast-paced evolution of new technologies.

The use of technology in the classroom has been shown to have many advantages. Technology can be used to engage students in thinking critically and addressing problems through meaningful projects. Restructuring and redesigning the classroom with technology is one way to produce an environment which promotes higher-order thinking skills. Collaboration among students is also enhanced by technology. Collaborating is an effective method of learning. Through cooperative learning, students create projects or read each other's work in order to learn from each other.

We would like to share our best practices of the effectiveness of technology through project based learning. Undoubtedly, it opened the door to many opportunities for students, like:

- Access to huge informational background
- Increased engagement and motivation
- Provides ease of access to information
- High degree of visibility
- Easier Distance Learning

3. Conclusion

In conclusion we can say that learning in school prepares children for the future, so incorporating technology in the classroom is essential. Throughout the years, technology has advanced tremendously, and it will continue to do so. Those changes should go hand-in-hand with teachers' lesson plans and the learning methods of students. The use of expensive classroom technology solutions does not always translate into effective teaching and learning. Simple solutions can generate impactful teaching, which can positively affect learning. Young children gain tech skills and knowledge to serve them in the modern world by using technology in the classroom. Teaching and learning have been completely altered by technology. Now, it completely depends on how we use it. It can be positively or negatively used. The ways in which technology has changed our lives are truly admirable. Using technology to improve education is a positive development. Technology benefits teachers by making their classrooms more efficient. In addition to making lessons more engaging to students, it will also simplify classroom management for teachers. In addition, it prepares your students for the inevitable future where the ability to utilize technical skills is a huge advantage.

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Narrative Perspective: Comparing Harry Potter and Emma

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Abstract

“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 Austen’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.

Key words: Harry Potter, Narrative perspective, Rowling, Emma, Austen

1. Introduction

“Harry Potter” continues to be massively popular amongst the readers around the world since the publication of the first book in the series in 1997. The reputation and recent critical acclaim that the series enjoys, therefore, calls for some academic study to understand the different literary techniques Joan Rowling uses in the series. Since narrative perspective is the reader’s view into the literary work, it is of great importance to grasp how the author takes us into her world of fiction. Therefore, this article examines the narrative perspective in Joan Rowling’s “Harry Potter” series, which it shares with Jane Austen’s “Emma.” It compares the narrative voice in both texts and argues that the authors hide clues to crucial elements of the plot in mostly comic or seemingly insignificant episodes.

2. Discussion

J. K. Rowling widely states in various interviews and elsewhere that Austen is her “favorite writer of all time” (Rowling, 2000). “I’ve re-read all of Jane Austen so often I can actually visualize the type on the page” (Rowling, 2013). “I revere Jane Austen” (Rowling, 2020). When talking about her favorite book (Emma) she quotes Virginia Woolf “‘For a great writer, she was the most difficult to catch in the act of greatness,’ which is a fantastic line. You’re drawn into the story, and you come out the other end, and you know you’ve seen something great in action. But you can’t see the pyrotechnics; there’s nothing flashy” (Rowling, 2014a).

To show her admiration in what is now the classic of contemporary children literature, Rowling adopts the narrative voice from Emma. Granger and Grooves point out the similarities with the narrative voice in their works showing various examples drawing on the resemblance (Granger 2009 pgs. 15-18; Groves 2017 pgs. 100-106). Granger even calls Rowling a judo master “This isn’t just “narrative misdirection.” This is literary judo, and Ms. Rowling has a black belt, third dan, in this martial art, I think.” (p. 16)

The reader’s perception of the text is dictated by the credibility and objectivity of the narrator. Whether or not they trust the narrator’s voice (Bennett and Royle, 2004 p. 57), this is understood perfectly by both Austen and Rowling, and deceive the reader with certain narrative style. Rowling, like Austen, uses a “third-person limited omniscient point of view.” This narrative voice allows the author to manipulate the information provided to the reader which is perceived only from a particular character’s point of view. The author seems to give the reader every clue to figure out the reality and patterns of the fictional world, but because we are chained to the character(s)’s perspective, we, like the protagonist, become blind to the outside world. This technique lingers somewhere between first-person and third-person omniscient perspective. Because the narration is not in the first person (“Harry wrapped the gift in paper” rather than “I wrapped the gift in paper”), the reader may be led to believe that he has an omniscient view, however, he sees what is true to mostly a single character.

Austen demonstrates her superior use of the writing technique in 'Emma', Groves points out that she is the 'most skillful practitioner' of the third person limited point of view (Groves, 2017, p. 102). Austen was one of the first writers to have mastered it "The narrative was radically experimental because it was designed to share her [Emma's] delusions'. The novel bent narration through the distorting lens of its protagonist's mind" (Mulan, 2015). Indeed, this is the story of a young, beautiful, smart and rich woman who is unusually often mistaken in her own views. Yet, by and large, the reader also becomes part of her mistaken thoughts and ideas. This happens because we see the world through her eyes, we like her and we want her to be right so that we ourselves can be right. It is essential that the novel begins with the third-person omniscient perspective that the author uses in the beginning chapters to introduce us to the fictional world and characters in the exposition. Gradually (in the fourth chapter after introducing Harriet Smith) the narrative switches seamlessly to Emma's point of view almost exclusively (Dry, 1977, p. 88). Thus, making the reader follow Emma's errors. Similarly, the first chapter of *Philosopher's Stone* is narrated through an all-knowing perspective in which Harry is still an infant. However, subsequent chapters and books (with the exception of the first chapters of *The Goblet of Fire*, *The Half-Blood Prince* and *The Deathly Hallows*) are based on Harry Potter's view of his surroundings (Groves, 2017 pg, 101) and readers, having sympathized with Harry's struggles, constantly repeat the hero's mistakes in solving the annual riddles at the Hogwarts school. The limited omniscient perspective is thus best suited to hide the clues to the plot where they are not expected. The author gives all the necessary directions, but the reader usually looks the other way.

The technique Rowling uses is often quite close to how Austen narrates. Both authors hide clues in mostly comic and seemingly insignificant scenes. The reader may laugh at Professor Quirrell's turban speaking in Harry's dream, however, that changes when it becomes an immediate reality at the end of the novel with Voldemort talking at the back of Quirrell's head. Another minor detail in the first book of the series is the reason for the pungent odor, which according to the Weasley twins is due to the turban being stuffed with garlic, as Professor fights vampires. In "The Man with Two Faces", of course, this theory falls apart and becomes a reason to disguise the actual use of the turban. Another funny scene is when Hermione, in her attempt to erroneously save Harry from Snape, accidentally knocks Quirrell over. In "The Prisoner of Azkaban", Professor Dumbledore jokes about Trelawney's second prophecy:

"Who'd thought it? That brings her total of real predictions up to two. I should offer her a pay raise . . . " (Rowling, 2014c, p. 452).

Number two here is a clear reference to the first prediction, which is much more serious, as this prediction is the reason for the death of Harry's parents. The landlady of the "Three Broomsticks" pub becomes amusing while glaring disapprovingly at Professor Moody in "The Half-Blood Prince":

"Moody was drinking from his hip flask. Madam Rosmerta, the pretty landlady, didn't seem to think much of this; she was looking askance at Moody as she collected glasses from tables around them. Perhaps she thought it was an insult to her mulled mead, but Harry knew better. Moody had told them all during their last Defense Against the Dark Arts lesson that he preferred to prepare his own food and drink at all times, as it was so easy for Dark wizards to poison an unattended cup." (Rowling, 2014c chp. 19).

From Harry's perspective, the justification for drinking repetitively from the flask becomes credible, so here again the reader is fooled when at the end of the book Moody is revealed to be drinking Polyjuice potion to cover his identity as Barty Crouch Jr. From the first novel onwards, as new characters are introduced, the clues pile up. Readers eagerly try not to be fooled like Harry, but Rowling nevertheless manages the literary trick, constantly engaging the reader in the game, and it works precisely because we are accustomed to Harry's voice, we care for the fate of the orphan boy, and so we trust him wholeheartedly.

"This trick works because we like Harry and sympathize with him and his struggles. In short, we begin to identify with how Harry thinks and feels, and because Harry is not telling the story, we think we have arrived at this position of sympathy and identification with the hero because of our unprejudiced view" (Granger, 2009, p. 21).

Austen superbly uses comic scenes to cover the tracks. It is ridiculous for Frank Churchill to travel to London for a haircut. Certainly, Frank is a bright, fun-loving young man, but he is no fool. There must be a good reason for him to travel sixteen miles, which there most certainly is, for sure as he is the mystery man behind the whole pianoforte affair. The gift arouses astonishing interest in the Highbury community. Emma, completely full of herself, is once again mistaken when she speculates that Mr Dixon is the author of such generous gift and shares her thoughts with Frank. Austen sarcastically pokes fun at Emma's misconceptions here.

“If so, you must extend your suspicions and comprehend Mr. Dixon in them.”

“Mr. Dixon.—Very well. Yes, I immediately perceive that it must be the joint present of Mr. and Mrs. Dixon. We were speaking the other day, you know, of his being so warm an admirer of her performance.”

“Yes, and what you told me on that head, confirmed an idea which I had entertained before.—I do not mean to reflect upon the good intentions of either Mr. Dixon or Miss Fairfax, but I cannot help suspecting either that, after making his proposals to her friend, he had the misfortune to fall in love with her, or that he became conscious of a little attachment on her side” (Austen, pg. 163)

The clues to the secret relationship between Jane Fairfax and Frank Churchill are amply given by the author; all the times he never misses an opportunity to see Miss Fairfax or when Frank stares at Jane at a dance ball and jokingly shakes off Emma’s inquiry by pointing to Jane’s ridiculously old-fashioned hair.

“she{Emma} saw Frank Churchill looking intently across the room at Miss Fairfax, who was sitting exactly opposite.

“What is the matter?” said she.

He started. “Thank you for rousing me,” he replied. “I believe I have been very rude; but really Miss Fairfax has done her hair in so odd a way—so very odd a way—that I cannot keep my eyes from her. I never saw any thing so outrée!—Those curls!—This must be a fancy of her own. I see nobody else looking like her!—I must go and ask her whether it is an Irish fashion. Shall I?—Yes, I will—I declare I will—and you shall see how she takes it;—whether she colours.”

However, Emma is so obsessed with her own being, desires, arrogance, upbringing and parentage that she seems oblivious to any of the references.

4. Conclusion and Recommendations

Thus, the third-person limited omniscient narrative perspective is employed by both Jane Austen and Joan Rowling to first beguile the reader by making them sympathise with the protagonists, and then to hide clues in mostly comic or trivial episodes. However, these clues are not there to merely give us comic relief, but are crucial to the plot. The truth behind the references is the driving force to find out what is in fact essential. The style of storytelling allows the writer to emphasize one’s inability to notice critical matters in life that seem random or ridiculous. The author is amused by a person’s infallibility of their own ideas, which are seldom if ever, justified.

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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 or the need to incorporate change into social structures that society is interested in preserving. The present study examined the use of gender-based violence in Bedouin society in Israel by means of TikTok videos, in the absence of media literacy skills in traditional society.

In recent years, Bedouin society in the Negev has been described as a "society in transition" because of the many changes that have emerged in it. In this society, the interests of the family precede the needs of the individual or any desire for personal expression, and they are dictated by the drive to preserve the patriarchal structure that reinforces male supremacy (Meir, 2019). These changes affect the social fabric of society as a whole, including the status of young Bedouin women, especially the increase in the number of young women entering higher education. Pursuit of higher education by religious Muslim Bedouin women depends not only on their personal ability and motivation for achievement, but first and foremost on social conditions stemming from patriarchal-religious control that would allow this outcome. Female students, most of whom are not yet married, face social pressures that are exerted on them to maintain their traditional religious identity, which is expressed, among others, by strict adherence to the code of honor and shame. The departure of young women to institutions of higher education attended by Jewish and Arab students outside the sphere of male domination in the family threatens the religious-patriarchal order.

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In response to these trends, a phenomenon of strong opposition to change developed, described as a backlash mechanism (BM). It is a counter-movement expressing resistance and blocking the development of new trends, meting out social and economic punishments. BM has emotional, nostalgic origins and comes in response to violating taboos and reshaping of social norms (Alter & Zürn, 2020). BM describes conservative responses to social, political, or liberal change (Flood et al., 2021), and it can become real through force and coercion, even though actions that do not involve manipulation or threat and are presented consistent with agreed-upon, unchallenged social structure.

One of the manifestations of such bullying 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, mainly by the restriction of movement and the termination of their studies. The focus on social networks (TikTok in particular) symbolically expresses the coexistence of modernity and patriarchal notions, as well as the use of advanced technologies to promote conservative and traditional views. 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 in the first year of their studies at academic institutions or in preparatory courses for academic studies, who were interviewed about the phenomenon and its significance for them. 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. For Bedouin families, viral spread stands for “fact,” and the young women “deserve” punishment for its mere existence. In most cases, they are unable to defend themselves because the very act of posting on the Internet violates the rules of modesty and places full responsibility for it on them. About two-thirds of the study participants reported evidence of harm to young Bedouin women inflicted by her immediate family following her exposure to gender-based violence by means of a TikTok video, with the families unaware that the messages in the videos have been fabricated.

All participants expressed deep concern about the phenomenon of cyberbullying by means of harmful TikTok clips. They were aware of the threat in the videos to their good name and to their ability to continue to realize the dream of relative independence and autonomy that higher education allows: “There are those who oppose and do not believe what you see and write in the videos, and there are those who believe and punish these girls.” The tendency of the interviewees was to look for defensive solutions and not to act to eradicate the phenomenon.

The threat of posting an abusive video hang like a black cloud over young women attending school, and to some extent requires constant alertness and caution, expressed in avoiding places where they may be exposed to being filmed and shown on TikTok. Two types of action taken by the young women were identified in relation to the videos: the passive style that accepts the threat and the fact as a given that cannot be changed, in an attempt to deflect the harm. The second style is the active one, manifested in seeking help first from adult men in Bedouin society, then also from the legal institutions of the state. In neither case do the women regard themselves as having the power to deal with the phenomenon and the threat it presents to their future.

The action patterns indicate an important step toward practical progress, but at the same time they preserve the laws of traditional patriarchy. The BM phenomenon stands in stark contrast to these new trends and works against the evolution of Arab society. The study demonstrates how the distribution of offensive videos in the TikTok app is a counter-reaction to the social change experienced by the Bedouin society in the Negev, which is described as a “society in transition.”

At the operational level, it is possible to derive several recommendations from the study. The main recommendation is to act toward the creation of public opinion in Bedouin society that rejects the BM phenomenon and condemns it. The educated young people who have digital media skills can be recruited to eradicate the phenomenon on social networks and to teach the basic principles of media literacy. Raising the issue at men’s gatherings and in public forums can also contribute to propagating knowledge about abusive TikToking as a phenomenon that should be eradicated precisely out of respect and for the protection of women. Finally, it appears that deliberate and guided exposure of the young women to the phenomenon and the ways of dealing with it will strengthen activism, self-efficacy, and social ability to deal with the BM in its various

manifestations. The bright spot we identify is that, paradoxically, the very existence of 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.

Spurring Engaging Learning Approaches in EFL Classes

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Abstract

Knowing 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 these issues according to the survey.

Key words: learning approaches, motivation, cultural aspects, video classes

1. Introduction

Besides the fact that there are variety of approaches for language teaching it still stays a strenuous for teachers to cope with it, as foreign language teaching is straightly linked with developing communicative skills in students that does not sound simple due to various obstacles. Taking into account diversity of learner types the activities provided by teachers must be suitable for all of them, engaging and motivating as well. It is evident that nowadays teachers mainly adjust the role of facilitators and lessons have become more learner centered. Teachers consider different activities to spur the motivation of students towards learning, they don't hesitate to make different attempts to trigger the enthusiasm of learners and they take each step insightfully to get planned outcomes, so planning is done comprehensively and thoroughly matching to different learner types intended for developing different skills. Consequently, a productive lesson is related to stimulate student's interest.

And amazingly not enough, as today's global world demands global communication. For establishing communication with people around the world learners must be provided with some additional materials, to build successful communication they have to take into account cultural differences, body language and some other issues not to find themselves in awkward situations, to evade misunderstandings in intercultural relations. "Culture teaches us how to think, communicate with others, and perceive our surroundings. This is your cultural perspective". (The Language Doctors, 2014)

2. Literature review

The work mainly invokes articles published on research gate site. The articles that include the areas of our research. And one idea taken from the site "The Language Doctors" as we share the same opinion that was provided on this website.

2.1 thelanguagedoctors-the site that talks about the relationship of a language and culture that conveys totally vivid connections between the prior mentioned two.

2.2 The article published on research gate.

2.3 The article published on research gate.

3. Methodology

3.1. Online survey (google forms); Observation method

3.2. adult students with the knowledge of GE and ESP

3.3. students

3.4. online research and classroom observation

3.5. percentages of some aspects included in the survey through students' point of view that convey their perception of the problems included in the study and the necessity of improvement.

The methods used in the study has depicted some troublesome areas that need to be improved. It has shown students' understanding of some important aspects in communication and revealed the issues that must be amended.

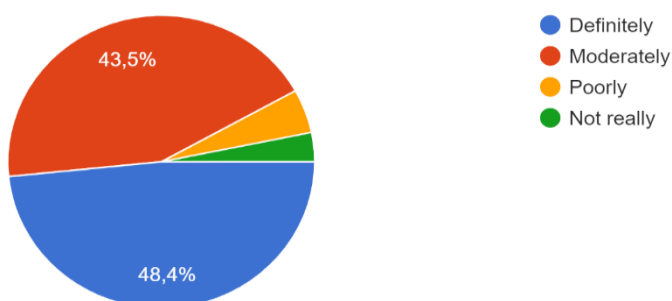
3.6. Discussion

Almost all the students know that cultures differ, but only half of them realize how these differences can arise some problems in communication. "Communicative competence is more and more extended leading to intercultural discourse competence. Discourse competence comprises the ability to produce appropriate, correct and understandable texts and messages". (Lucia-Larissa M. Simona B. Alina N. 2022)

Pandemic situation that has altered many aspects in our life, has changed the global communication as well, it has become more intensive and almost inseparable part of our life. The survey given below depicts students' vision of different facts.

1. Has the significance of English raised during the epidemic situation?

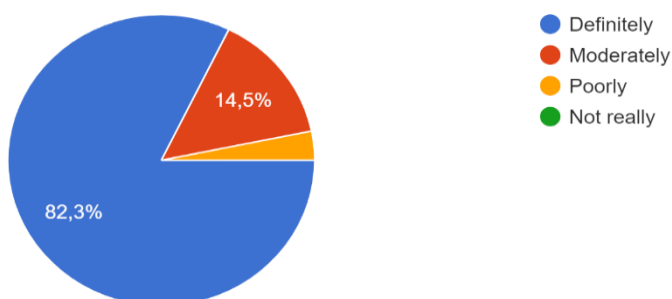
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Many students agree that pandemic situation has contributed to make English even more popular.

2. Is the English language greatly connected with landing the dream job?

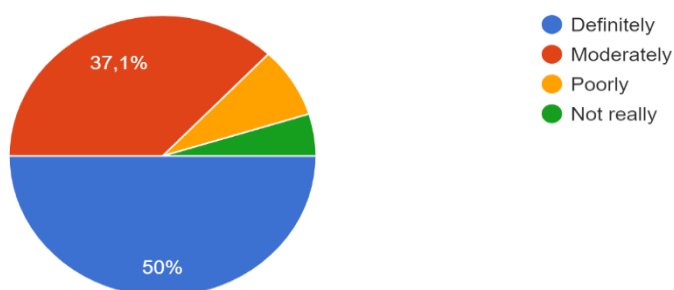
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Almost all the students agree that nowadays to have a good job requires good knowledge of English.

3. Do you consider GE (General English) and ESP (English for specific purposes) sufficient for developing good communication?

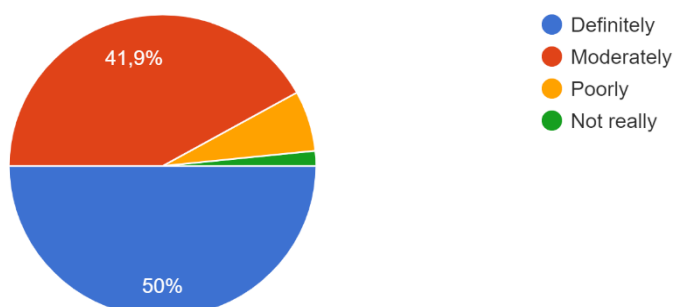
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Half of the students think that knowing GE and ESP is enough for establishing communication, 37.1% consider it to be moderately enough, but only few of them realize that it is not enough and there are some other substantial elements to take into account for developing good communication.

4. Do you consider culture as a prominent point in international relations?

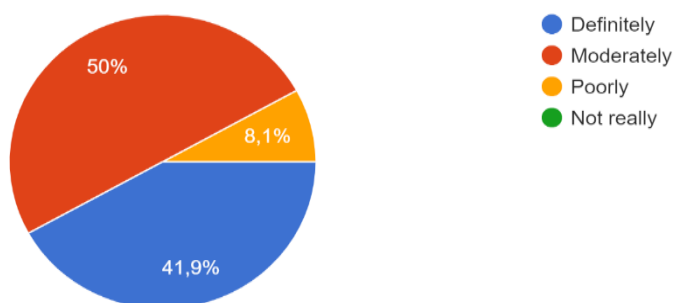
62 პასუხი



Half of the students think that culture plays a significant role in international relations, less than half consider culture moderately important and few of them think it is not important. Steps to be taken here is to raise all students' awareness about culture. When leaving universities they must be ready to face challenges in multinational or international companies that requires their intercultural competence.

5. Can body language be vital in communication?

62 პასუხი



Less than half students think that body language can play a crucial role in communication, half of them consider it moderately important and even some of them think it is poorly connected with establishing good communication. Accordingly, students must be faced the problems that body language can evoke sometimes and they must comprehend that some unacceptable gestures can be the reason of business failures or communication failures.

In this difficult situation having video lessons is the best option. We definitely realize how strenuous is teaching foreign language. Why to implement videos in language learning process. As it involves lots of elements like:

- matching lessons to different type of learners
- developing four major skills (productive and receptive skills)
- cultural aspect
- right pronunciation
- body language.
- friendly and engaging environment.

Consequently, I strongly hold that students must have video lessons where they are able to acquire everything simultaneously. Video lessons match to different learner types as they listen, watch, read (as video lessons are provided with reading materials quite often) and produce speech. And it is the best option as almost every video contains some cultural aspects and body language. Students watch, listen, they get right pronunciations of words and this kind of knowledge is more long-lasting.

It is noteworthy that nowadays many teachers arrange video classes and video lessons can be time consuming, but short 5-minute videos can be chosen and shown to students not more than once a week. Students enjoy technology too much, therefore their motivation is increased a lot. It creates friendly and engaging environment. "In the wake of the transition to a new learning culture, some learners themselves are demanding that more digital media be worked into foreign language instruction" (Ende, K. 2014).

If we compare two different classes, one that has video lessons and another that does not, it is evident that those students involved in video classes understand cultural differences better and even comprehend some other problematic issues better. They themselves find if they mispronounce some words, they see the importance of some gestures in relationships and they are more actively involved in productive stage as they are more desirous to express their reflections.

4. Conclusion and Recommendations

It is evident that language teaching is not a simple thing to deal with and all the discussed issues prove it, as it encompasses various things and video lessons can really benefit in some ways. Video lessons enable teachers to provide a student with different elements simultaneously.

The above given survey reflects students' viewpoint to different issues. According to the survey it is evident that they comprehend some essential issues quite well, but some of them need to raise their awareness in some aspects. E.g. they need to understand the importance of cultural knowledge and body language better, because numerous facts prove that not knowing cultural difference or some unacceptable body language or gestures can collapse the business, some business negotiation can be turned down due to these reasons. So, it is a teacher who plays a big role here, while teaching students a foreign language, she has to manage to develop all essential skills and knowledge that are necessary for successful communication.

Various advantages of conduction videos have been underscored in the article. To revise video lessons can:

- Be beneficial for different types of learners
- Raise awareness of cultural knowledge
- Convey body language elements
- Contribute to get right pronunciation of words
- Create friendly atmosphere
- Motivate and engage student
- Make your class diverse

When asked some cultural or traditional points it was evident that the class with videos that includes 15 students responded better, 7/8 out of 15 were able to react to that issue. They realized it through video and not only, they were more motivated to talk about some facts from the video that develops their speaking abilities. While in another class only 2/3 out of 15 were able to answer.

To choose videos is the most significant part of planning the lesson, to choose what to watch is tricky and must be warily done. Mainly videos must be connected to the topic of the lesson, but they must be short 4/5 minutes long and include cultural elements and body language.

Correctly chosen tool can apparently make the class engaging and spur the enthusiasm in students. Outcomes of properly planned classes are undeniably relevant of the set goals in the syllabus. Consequently, implementing video lessons in the curriculum can ensure fruitful and efficient lessons.

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Minimizing disruptive behavior and increasing learning by effective classroom organization and management

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Resume

One of the biggest obstacles teachers face is dealing with children with challenging behavior. Not only does the child affect them, trying to teach a lesson and maintain control, but they also disrupt the productivity of the class as a whole. All behavior is a form of communication. Therefore, it is essential that teachers understand the causes of challenging behavior as well as know strategies that will help them manage their class effectively, minimize disruptive behavior and increase the students' interest. The article highlights the problems teachers face in the classroom and gives some strategies and recommendations to cope with above mentioned issues.

1. Introduction

Many educators express concern about using structured procedures to assist students in altering their behaviors. They feel this is not their role or that it is too intrusive to develop a specific intervention to help children change their behavior. This is particularly true when some form of extrinsic reinforcement is used to encourage or motivate the students to alter their behavior.

“These concerns deserve careful consideration. Yet, they must be weighed against the pressing needs and rights of the young child who is highly aggressive to receive the most effective and timely intervention possible, as well as the equally important needs of classmates to be protected from that child's aggression” (Slaby, R., Roedell, W. 1995, p.83).

Just as we often modify academic work and provide children with special programs and tutors to assist them in the essential skills of reading, writing, we need to use every tool possible to assist students in developing the skills needed to become accepted and productive members of the classroom group. When children do not have these skills, they not only are prevented from reaching their academic potential, but they often prevent the teacher and other students from doing their best work. Everyone loses when we fail to develop individual behavior change plans for students whose behavior is disrupting the learning environment.

Behavioristic interventions have, in many ways, been misunderstood by teachers. On the one hand, some teachers have viewed behavioristic methods as a complex, time consuming approach that nevertheless held the answer to all their discipline problems. Conversely, many teachers have viewed behaviorism as a manipulative, overly repressive approach to working with student. The answer lies somewhere between these extremes. Behavioristic methods cannot and should not solve all discipline problems. There is no substitute for effective teaching in a caring environment. Behaviorism, though, is also not necessarily a mechanistic, manipulative science. Rather, it can be used to help teachers better understand students' behavior and improve it by applying consistent positive and logical consequences to students' behavior. Furthermore, many behavioristic interventions are relatively simple and can be applied quickly and comfortably in a classroom setting.

Alberto and Troutman (1999) point out in their book, *Applied Behavior Analysis for Teachers* “The goal of the effective use of behavioral principles is to increase, not decrease, options available to students. Students who are failing their courses have fewer options for attending advanced schooling or obtaining a job. Students who are constantly disruptive and have difficulty focusing on academic tasks may be limiting their options for participating in sports, having free time after school, or developing prosocial behaviors that will help them in the future”.

The relationship between behavior and the environment is reciprocal. Students who are involved in behaviors that negatively impact their own learning and violate the rights of others are less likely to be successful learners or to have a wide range of friendship options. Empowering students to develop new skills for managing their behaviors opens rather than closes doors for them.

Behaviorism is really more a rationale and a methodology than a specific set of procedures. It is based on examining specific data and applying experimentally validated procedures in order to alter behavior. Quite simply, behaviorism is a scientific approach to changing behavior. This approach is based on three major assumptions: (1) behavior is influenced by the consequences following the behavior; (2) behavior change programs must focus on specific, observable behavior; and (3) data collection is necessary in order to alter behavior thoughtfully and systematically.

2. Literature review

Different authors have different attitude toward this issue. Galloway and Goodwin stated - 1999.

1. Whether a pupil is considered disruptive or maladjusted depends at least as much on factors within the school as on factors within the pupil or the family.

2. In general, schools that cater successfully for their most disturbing pupils also cater successfully for the rest of their pupils (Galloway, D. and Goodwin, C. 1999, p.132).

In his book *What Do I Do When...? How to Achieve Discipline with Dignity*, Mendler (1998) highlighted the importance of examining the environment in order to determine specific interventions for each child when he wrote, "Most discipline programs incorrectly place their emphasis upon strategies and techniques. The latest gimmick is offered to get Johnny to behave... The competent teacher needs to get at the reasons or functions of a given maladaptive behavior to formulate a strategy likely to work" (Mendler, A. 1998, p.25)

Students seldom misbehave or choose to fail in classroom or school settings in which their academic and learning needs are being consistently met. Therefore, when faced with continuing disruptive classroom behavior by one or more students, it is our responsibility as teachers to (1) assess our use of effective classroom management and instructional methods, (2) determine which classroom factors seem to be associated with the student's disruptive or withdrawn behavior, and (3) describe the interventions we have made to modify the environment or provide the student with assistance.

Likewise, it is imperative that educators determine any social skills the student may lack that are essential to functioning effectively in the school environment. Perhaps the student would benefit from learning how to make friends or skillfully responding to frustrating events. Again, as educators, we can creatively and effectively address social skill deficits. Instead of throwing up our arms and blaming these kids, the skilled educator considers factors that can be addressed in order to increase the likelihood the student can have a successful learning experience.

In one of the first studies using a functional assessment methodology to determining causes and suggesting interventions for behavior problems of students with serious behavioral and emotional problems, Dunlap et al. (1993) wrote that "the empirical demonstration of a functional relationship between classroom variables and an individual student's behavioral challenges allows a teacher and/or consultant to design an intervention logically related to the child's needs" (Galloway, D. and Goodwin, C. 1999, p.289). The authors believe this focus provides teachers with an opportunity to make thoughtful, professional decisions regarding interventions that may be most successful in assisting students in modifying their behavior.

While a great deal has been written about functional assessment, simply stated, a functional behavioral assessment involves four components:

1. A functional assessment
2. A positive behavior change plan
3. The implementation of this plan
4. The ongoing monitoring and adjustment of this plan

Furthermore, when a functional behavioral assessment has been completed, we will have answers to the following four questions:

1. What are the antecedents and the consequences that cause the behavior to exist?
2. What function(s) does the behavior serve for the students?
3. What environmental changes can be made to change the student's behavior?
4. What behaviors can we teach the student to help him act more responsibly and meet his needs without using behaviors that violate the rights of others?

A functional assessment can be completed by indirect methods such as interviews with parents, teachers, counselors, administrators, and instructional assistants. It will usually also involve direct observation to collect data regarding events or factors that are associated with the behavior to be changed.

3. Methodology

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

4. Results and analysis.

Results from studies indicate that one of the biggest obstacles teachers face is dealing with children with misbehavior. Not only does the child affect you trying to teach a lesson and maintain control, but they also disrupt the productivity of the class as a whole.

All behavior is a form of communication. Therefore, it's essential that teachers understand the causes of challenging behavior and know what strategies will help them deal with it. In addition to examining their own behaving it can be extremely valuable to analyze a student's classroom behavior systematically and specifically. Teachers have found this to be extremely helpful and on a number of occasions have adopted it as a model for providing information to colleagues.

5. Conclusion and Recommendations

As teachers, we need to be aware of the importance of various strategies for dealing with challenging behavior on the classroom. Some useful recommendations are given:

1. The teacher interacts positively with the student.
2. The teacher communicate high expectations to the student.
3. The student is actively involved with peers either through cooperative learning or peer tutoring.
4. Classroom procedures are taught to students and this student demonstrates an understanding of the procedures.
5. There is a consistent routine in the classroom that is understood by the student.
6. The student's instructional program is appropriate to his or her academic needs.
7. The student has been involved in some form of academic goal setting and self-recording.
8. Rules for managing student behavior are posted in the classroom.
9. Rules are appropriate, stated positively, and all-inclusive.
10. Consequences for inappropriate behavior are clear to all students.
11. Consequences are appropriate, fair and implemented consistently.
12. The student demonstrates that she or he understands the rules and consequences.
13. The teacher has met privately with the student to discuss the problem and jointly develop a plan both parties agree to implement in order to assist the student.

In conclusion, it is essential to use plain language when teaching children to communicate in a more sophistic manner. And it is equally important to let children know that their emotions are valid. We should coach children to recognize their emotions and to articulate worry, pain and stress in a direct and calm way.

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Importance of integrating PBL into the EFL curriculum during Covid-19 Pandemic and Beyond

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Abstract

We have all witnessed an unprecedented change in teaching methods and strategies resulting from the Covid-19 pandemic all around the world. The pandemic forced us, EFL educators, to get adapted to our new teaching 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 the EFL curriculum during the 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; Project-Based Learning; COVID-19; critical thinking; creativity; collaboration; communication

Introduction

We all witnessed an unprecedented shift into online teaching during the Covid-19 pandemic, which forced us to quickly adapt to a new educational reality and take all necessary immediate steps for ensuring the compliance of our new learning goals with arising constraints in tandem with fostering critical thinking in the EFL classrooms. We are all aware that educational institutions and Global Educators are supposed to be contributing to the development of our learners' critical thinking skills. Project-Based Learning is considered to diversify the EFL classes with the tasks related to real-life situations, which was so much needed by learners in the times of crisis. Therefore, the pandemic once again brought to the surface the importance of revisiting our educational curricula and diversifying them with up-to-date materials meeting the current demands and needs of the global educational leaders, including the EFL community.

With the purpose of boosting Project-Based Learning under the pandemic circumstances, a series of continuous professional development events (<https://www.pblmatters.org/upcoming-pbl-events.html>), courses and conferences (<https://pages.pedf.cuni.cz/pbe/?lang=en>) have been organized in order to raise the awareness of EFL educators around the benefits of Project-Based Learning, to introduce new ways and approaches of integrating versatile activities into the teaching practice and with this purpose, to propose introducing the relevant changes in the curriculum.

In order to evaluate the experience of addressing Project-Based Learning in the digital EFL classroom, as well as its advantages and disadvantages compared to implementing PBL in traditional face-to-face-classes, we decided to survey those EFL educators' opinions who are experienced in Project-Based Learning. The qualitative research was designed in the form of an open-ended questionnaire which aimed at getting qualitative data on the advantages of project-based learning; the language and transferable (soft) skills developed by the latter. At the same time, the study aimed at identifying drawbacks / challenges of project-based learning in general and in particular during the Covid-19 pandemic. Collecting data upon the specifics of assessment and attitudes of learners and instructors in applying PBL was also its goal.

What is Project-Based Learning

According to Thuan (2018), Project-Based Learning (PBL), emerges as a model meeting the needs of both EFL teachers and learners by solving real-world problems and challenges, which became particularly necessary during the Covid-19 pandemic due to new constraints faced by the globe. Project-Based Learning can be traced back to the mid-1800s, introduced by David Snedden teaching science in the US Agriculture classes. In the early 1900s it was further developed by his student William Kilpatrick, focusing on the need of the students to be involved in purposeful activities (Beckett, 2006; Muriandy, 2000). As it can be seen, PBL used to be widely applied in science education (Kalvu, 2015); however, its integration into language education is related to an increased interest in student-centered learning, in tandem with autonomous and collaborative learning (Hedge, 1993).

There are various definitions of Project-Based Learning (PBL) by various scholars. According to Thomas (2000), it is "a model that organizes learning around the projects. As for the essence of "projects", they are also described as "complex tasks, based on challenging questions and problems, involving students in design, problem-solving, decision making, or investigative activities; giving students the opportunity to work relatively autonomously over extended periods of time; and culminating in realising products or presentations (Thomas, 2000). As we see from the definition, it should definitely develop students' analytical thinking skills via investigative activities and questioning, which are considered among the most effective techniques in developing critical thinking, which is best achieved through moving towards less-guided activities while developing projects leading to learner autonomy, which also can be prescribed as one of the benefits of online learning.

Another definition of the "project" in EFL context was offered by Fried-Booth (1986), according to which language tasks naturally emerge from the project itself "developing cumulatively in response to a specific objective, namely, the project" (p.8). According to Hedge (1993), projects are labeled as extended tasks usually integrating language skills via versatile activities, which lead to achieving a final agreed goal and consist of the following stages: planning gathering data through reading, listening, interviewing and observing; group discussion of information; problem solving, oral and written reporting; and displaying.

Stoller (2006) provides a list of key criteria for the PBL:

- Must be both process-oriented and product-oriented;
- Students must have a say in shaping the process and product;
- Must extend beyond a single class period;
- Must encourage skill orientation;
- Must give students support both in language and content learning;
- Students must work in groups/pairs/teams as well as on their own;
- Must require students to be responsible for their own learning in the target language;
- Must allow for time to focus on language and direct teaching if needed;
- Must result in a final, tangible product
- Must conclude with students' reflection on both process and product.

As we notice, there is not one specific definition to PBL, and there is a certain complexity which can be explained by the fact that the definition varies from time to time and at the same time it is characterized by lack of unanimous opinion. Despite this, it provides opportunity for integration into the curriculum and later on in teaching practice, leading finally to more effective second language acquisition owing to all the above-mentioned features.

Project-Based Learning (PBL) in EFL Curriculum

PBL takes its roots in the 19th century and is linked to John Dewey. Through his concept of “learning by doing,” he is credited as one of the first proponents of project-based education, or at least its fundamentals. Dewey in his theories on learning revealed in ‘My Pedagogical Creed’ promoted a mindset of lifelong learning, where the learning process takes place when learners cooperate during real-life tasks (Dewey, 1897, pp. 77-80). On the other hand, some researchers (Church & Sedlak, 1976; Knoll, 1997) believe that the American philosopher Kilpatrick, a Dewey successor, is the one who is the true creator of this approach. However, Peterson (2012) states in his article ‘The Origins of Project Based Learning’ that ‘famed philosopher Dewey deserves credit for sowing the seeds of this revolution in education, for he framed a new approach...’.

PBL is a teaching method that encourages students to actively participate in real-world projects that are relevant to their interests and levels. Learners frequently devote varying amount of time to their projects, depending on the topic and goal of the project mission. It might last from a week to a semester. Learners display what they have acquired by giving an on-site presentation or participating in a synchronous online meeting.

Project-based learning assists students in gaining information about the topic they are studying. Furthermore, it aids in the development of the following abilities in learners: critical thinking, communication, creativity and, in case of teamwork, collaboration. Moreover, PBL could be assumed to be a student-centered learning approach, where the role of a teacher/lecturer is a secondary one. This approach advances learner autonomy and independence and positions a learner at the center of the learning process (Machemer et al., 2007, p.9).

PBL is recognized to be a method that permits to incorporate the following 21st century skills into educational process: “team working, problem solving, communication (including oral presentation), leadership, interpersonal relationships, research and analysis, planning, organizing, and prioritizing” according to the Education Endowment Foundation (Education Endowment Foundation, 2016).

Since 2020, when the COVID-19 pandemic has erupted around the globe, PBL became one of the beneficial and well-liked learning styles in almost every learning field and, obviously, this learning approach is well-received and adopted in the EFL curriculum (Jaleniauskiene & Lisaite, 2021). As this is a student-centered approach, it clearly shows student enrollment, involvement, and completion of project-based assignments. Classes that focus on real-world tasks are more engaging and attention-grabbing than traditional ones. Also, learners can build research skills on their own, which is beneficial in PBL. Furthermore, learners can complete projects with their peers, that is advantageous and worthwhile in teambuilding because it allows them to collaborate, find answers, nurture solutions, and improve collaboration in groups.

EFL teachers/lecturers always strive to react to situations decisively, effectively, and without prior deliberation. Furthermore, as working in the classroom varies from class to class (according to the number of students, their knowledge of English, needs and interests, teachers try to be flexible enough to support any amendments in a lesson plan as needed. The goal of an EFL lecturer/teacher is to adapt new teaching approaches to each level of student and to create a stimulating, energetic, and innovative classroom environment. PBL is one of the most prevalent teaching techniques currently in the EFL curriculum (Hira & Anderson, 2021).

The PBL learning style tends to develop learner autonomy which enables learners to become more engaged and effective language learners. The phrase ‘learner autonomy’ was formulated in the early 1980s by Henri Holec who defined it as the “learner’s ability to take charge of his or her own learning” (Holec 1981:3). Accordingly, a learner is responsible for developing learning styles independently, which is closely and directly linked to the concept of PBL.

English as a foreign language (EFL) involves mastering four main skills: reading, writing, listening and speaking. Each skill has its own distinct characteristics, as well as teaching methodologies. Although the four language skills should be taught and combined in each lesson, they should not be taught separately. Language teachers/lecturers can use PBL for this purpose and students will be able to advance their autonomy in dealing with each skill (reading up and listening to news, writing the presentation text and presenting it orally in the end).

To put in a nutshell, within the context of EFL, the PBL is suitable and advantageous, since it can encourage fluency in speaking and writing, as well as effective comprehension in reading and listening. Furthermore, this method drives students to:

- master the 21st-century skills;
- increase engagement and achievement;
- develop critical thinking, communication, cooperation, and creativity;
- shape their own learning style (planning, setting goals, learning pace, time, etc).

Besides the above enumerated, while adopting PBL, learners are independent and motivated.

Method

In order to put in the picture the importance of integrating PBL into the EFL curriculum, we decided to conduct a qualitative research (interview) among EFL educators in Georgia and abroad having a certain experience in practicing PBL and to have a verified approach towards the method application. For administering the interview, online conferencing was applied.

The current research was qualitative and descriptive in its nature, so content analysis of the respondents' answer was applied - coding the keywords and interpretation of quantitative counts of the codes. The codes, taking into consideration the topic of the research, included general ones (language/communicative skills, transferable/soft skills, gains/advantages/benefits, drawbacks/disadvantages/problems/difficulties/challenges) and concrete codes within the general categories.

The informants included in the study were 10 EFL teachers experienced in applying PBL in their teaching practice in Georgia, Turkey, Kazakhstan, and Greece. The following questions were answered by the informants of the study:

1. How can projects be applied while teaching English online?
2. Is it easier or more difficult to apply projects while teaching online compared to teaching in the classroom?
3. What's the difference between applying 1-2 projects during a semester and Project-Based Learning?
4. What are the advantages of project-based learning? What language and transferable (soft) skills does it develop?
5. What are the drawbacks / challenges of project-based learning?
6. Have you ever applied PBL in your classes? If so, did you and the students enjoy it? What were the benefits that you experienced?
7. What are the requirements towards the assessment of PBL of English?
8. Why do some teachers resist applying PBL for English teaching?

Results

The detailed answers to the questions can be seen in the appendix. The respondents agreed that PBL can be in a variety of ways online, in fact, any task / topic under study can be turned into a project. Although they admitted certain problems in connection with doing project work online (mainly teachers' IT skills), they did not think these problems were considerable. They even saw a certain advantage in doing projects online, as team members could communicate any time and in any place. Although all interview participants volunteered to take part in the study, as they called themselves experts on PBL, one of them could not say what the difference was between simply applying 1-2 projects a semester and PBL. That indicated that, although PBL is a popular and widely-discussed topic, there are teachers who do not have a deep understanding of them. Among the advantages and skills developed via PBL the respondents named all primary (listening, speaking, reading, writing) and secondary (translation) verbal communicative skills, soft skills such as collaboration, cooperation, teamwork, IT skills, management (planning, monitoring, organising, time management), critical thinking, analytical skills, problem-solving, leadership, and creativity, as well as motivation, autonomy, learner-centeredness and engagement increase. Among the difficulties they named the time-consuming character of PBL and, when done online, the technical skills of both teachers and some students. Out of the 10 interviewees, one has never applied PBL, and two applied some projects and not really PBL. This also reveals that PBL, especially too typical among teachers yet. Fair assessment was named among the difficulties of PBL, to overcome it, the respondents recommended working out an efficient rubric together with the students. Concerning teacher resistance to PBL application, the same factors that were mentioned in connection with difficulties were mentioned (time-consuming nature of PBL, subjectivity of assessment), as well as simple laziness, conservative / traditional approach, and lack of professional knowledge and qualification.

As mentioned, content analysis of the respondents' answers was carried out. Below find the obtained frequency table (terms used at least twice were registered). Terms which have the same root (e.g., grammar/grammatical) or meaning (advantage/gain/benefits) were counted together.

Table 1. Terms and vocabulary used in connection with PBL application (frequency)

General terms	n	Concrete terms	n	details	n
language/ communicative skills	5	communicate /	6		
		communication /			
		communicative			
		reading	4		
		writing	4		
		vocabulary/lexical	3		
		grammar/grammatical	3		
		listening	2		

transferable/soft skills:	4	management	0	assess/assessment	11
				plan/planning	8
				organize/organize/ organization	7
				administration	3
				review	3
				rubric	3
				criteria	2
				review	2
		team/teamwork	7	share/sharing	2
				collaborate/ collaboration/ collaborative	3
		IT	3	online	8
				internet	4
				digital	3
				technology/ technological/ technicalities	3
				platform	2
				e-learning	2
				social media	2
		critical thinking	3	analysis	2
		social skills	2	role distribution	2
		problem solving	3		

gains/advantages / benefits		develop/development	12____		
		motivation/motivated/ motivational	9____		
		easy/easily	8____		
		creative/creativity	8		
		individual	7____		
		autonomy	5____		
		enjoyable	5____		
		involve//involvement	4____		
		information	4____		
		effective/effectively/ efficient	4____		
		enthusiasm/enthusiastic	3____		
		student-centered	3____		
		knowledge	3____		
		outcome	2____		
		authentic	2____		
		engage/engaging	2____		
		product/productive	2____		
		fun	2____		
		illustrate	2____		
drawbacks/ disadvantages/ problems/ difficulties/ challenge	12	time/time-consuming	22____		
		(lack of) system/systematic	2____		
		(lack of) reward	2____		
		(lack of) input	2____		
		lazy/laziness	2____		

The table reveals that the same skills developed by PBL, advantages and challenges of PBL application were named by the respondents as one can find in the literature review. However, there are a couple of distributions that require attention. The words ‘time/time-consuming’ are something extremely (22) discouraging for the interviewees, while ‘motivation/motivational/motivated’ is the most frequently (9) mentioned advantage of PBL. Surprisingly, English language teachers recognize, but do not highly estimate the linguistic (reading 4, writing 4, vocabulary 3, grammar 3, listening 2, while speaking is not mentioned at all) / communicative (6) value of PBL. All this, probably, gives us an insight why teachers resist PBL application: the interviewees emphasized its challenge (being time-consuming) over all its values. At the same time, among values (being motivational and creative) the degree of easiness (which is placed under doubt) occupied an important place. Therefore, had it been easier and less time-consuming, teachers would probably have been less reluctant to apply it.

Discussion

It has been shown in the study that PBL is reasonably valuable for the development of language and communication skills and quite valuable for the development of transferable/soft/life skills. Many researchers have similar findings. Poonpon (2016), for instance, came to conclusion that EFL students can improve their language communication skills through PBL. Kurniawati et al. (2019) also revealed that PBL promotes students’ communication skill, particularly, students’ ability to communicate with others. Wahbeh et al. (2021), on the other hand, found that PBL has a positive impact on personal and cooperative skills through developing their communication skills. Kavlu (2015; 2017) research supported the idea that while teaching EFL, PBL develops not only communicative competence, but also critical thinking, life-long learning, team-working and problem-solving skills. Although being mainly in line with the existing findings, the current research reveals that teachers emphasize life skills over communicative skills while applying PBL in EFL classes.

As for the challenges dealing with PBL in EFL classes, the current research came to conclusions that the fact of being too time-consuming for both students and teachers is the major barrier to its wide application. The fact of demanding much time from both teachers and students is also confirmed by Kavlu (2017), as well as Othman and Ahmad Shah (2013). At the same time, other researchers (Gomez, 2016; Thuan, 2018) concluded that that transition from traditional method to a new one, caused most problems with the teachers. In the current research also there were comments that initially PBL application may be difficult, but eventually it is worth using it.

Limitations

The size of the sample involved in the research constitute its limited ability to be generalized. The major goal of the article was rather to get an insight in order to understand in which direction PBL application in EFL classes should develop.

Conclusion

To make PBL more applicable for a wide majority of teachers, it should be integrated into the syllabus and textbooks, then it will be less-time consuming for teachers. One of the problems of PBL is lack of systematic approach to knowledge development, however, if embedded in the curriculum, it will have a more systematic character. The majority of teachers realize the advantages of PBL application, however, many of them resist using it, due to the lack of administrative rewards for hard work.

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Appendix: Questionnaire responses

The following responses were obtained for the first questions:

- They can be applied by searching the materials on the Internet, distributing the roles in the project, planning the project, and periodically organising meetings on various platforms and social media; the final results can be presented to the peers and teacher via synchronous meetings and/or asynchronous gallery.
- By using digital e-learning platforms effectively. They enable the participants to use white boards, so that they can together edit the obtained materials.
- While teaching a certain conversational topic, students can be asked to make up a “textbook unit” on the topic, with a list of vocabulary, lexical and grammatical exercises, texts for reading with comprehension tasks, and even audio-video recordings (including self-recordings) on the topic.
- Teachers can ask students to find their own examples to illustrate a certain grammatical form under study, from various genres: fiction and newspaper.
- Projects can be used for developing students' intercultural knowledge: students can collect information on various cultural groups in their own country by contacting them via social media or finding interesting materials about English-speaking or other countries in the world.
- Projects can be applied by means of digital (commercial and non-commercial) applications found on Google App Store: Kaboot and so on).
- CLIL is further solidified through e-learning because students search for information mainly online. The transition is rather seamless for them.
- Individual or team projects can be made. Students should choose their partners in the team by themselves, teachers should not assign them. It will be easier to collaborate for them and they will be more involved.
- Although working on a project is time-consuming, students are usually quite enthusiastic about it, if the title was chosen by themselves. Project work enables maximum flexibility, as each student works according to the time available to them, their schedule, abilities, etc.
- Students were so happy to be involved in group projects, as this stimulated them to communicate with each other, and during the pandemic they lacked communication so much.

The following responses were obtained for the second question:

- It is slightly more complex as it implies being familiar with the relevant technology. But it depends on the students. Some of them were quite advanced in technological skills. And they taught each other not only the project content, but also the IT skills.
- It depends on the teacher's ability to do so. I would rather teach in the class, but at the same time I can implement project based teaching. This may be again in the form of tasks to be completed by the learners in a meaningful way and bears no difficulty at all other than keeping a strict timeline as well as systematic approach! Show your faith in project-based teaching and learning and they will appreciate it and adapt it soon!
- It is easier to use them in classroom conditions as the teacher can better monitor students' work and such projects usually require the use of more skills, students have a better chance not only to use different tools and materials prepared for them for project work, but also to enrich their experiences, including social ones.
- Of course, the teacher cannot control whether the students apply English while communicating during the project done online. Most probably, they communicate in their mother tongue. However, the product they develop is in English, so, anyway, it develops their English skills.
- It is easy enough to conduct project work online. For those who have technical difficulties, there are so many online trainings and workshops. Of course, one needs to spend time on learning the technicalities, but then one can drawback a lot.
- As a matter of fact, the development of internet 4.0 goes in tandem with CLIL in foreign language learning. There are plenty of useful materials!
- It was somehow difficult initially. But after a while both I and my students got used to PBL and had real fun! And students could cooperate with each other any time and any place.
- Well, good teaching is never easy, face-to-face or online. Motivation is the main thing.
- Very difficult and stressful for me, for some students as well. But we realized that that was a necessity, so we learned how to do it online, and it turned out to give more opportunities than projects done in the classroom.
- The teacher has to work day and night, and that's not easy! But the projects are then available online for parents and administration, and that's great!

The responses for the third questions were as follows:

- Project-based learning is a process that must be applied regularly, the whole syllabus is built on them, it's the major teaching method. 1-2 projects per semester is just an additional method. Both are good in a way.
- That's a tough question.
- Actually, as far as I understand this question, project-based learning requires a certain pedagogical intervention and theoretical footing to be applied in and out of the class. Whereas projects can be given anytime under any method or intervention regardless of its type, kind, width and length!

- Projects are individual initiatives and PBL refers to the whole language learning process.
- PBL tends to be longitudinal (not cross-sectional) and engages more learners in a tailored way.
- PBL requires the whole process of learning English to be autonomous, while 1-2 projects a semester is for variety and fun.
- If you want your students to become autonomous learners, 1-2 projects a semester is not enough. Project-based learning embedded in the curriculum permits to develop both language and “soft” skills (planning, organising, teamwork, monitoring, etc.).
- 1-2 projects can be done within the Communicative approach, but the teaching may remain quite teacher-centered. PBL curriculum means emphasizing student-centered approach. That’s not easy either for teachers or for students, but it is very productive.
- Project-based learning, if applied, is the basis of the curriculum: learning, teaching, and assessment methods. 1-2 projects a semester means that most of the classes will be more traditional and less creative.
- 1-2 projects a semester does not require so much teacher and student time. Teacher time to plan efficiently. Student time to develop projects. However, it is less efficient. Done and forgotten! When the whole semester is planned based on project-based learning, we can really hope that our students will be able to continue their self-education in the future.

The 4th question was answered as follows:

- Project-based learning enhances collaboration among the participants and allows to allocate the tasks within a group. It is suitable for the development of any language and the transferable skills. The major skills are: negotiating (who is going to do what), reading and writing.
- Creative and task-based thinking, teamwork, critical thinking, collaborative learning.
- It develops any skill far beyond its present compass. Being practical and time-saving, it also encourages responsibility, makes autonomous learners, is based on dealing with authentic language and content, and helps learners construct their learning. I favour it.
- Depending on how PBL is organized, it can lead to the development of 4 language skills, professional skills and social skills, it can in fact result in the overall development of students.
- All CEFR competencies plus inductive learning.
- All language skills (listening, speaking, reading and writing) and sub-skills (grammar, vocabulary, pronunciation components of listening, etc.), secondary language skills (translation), all soft skills (autonomy, teamwork, cooperation, organization, time management, analysis, synthesis, IT, problem solving, critical thinking, leadership, creativity). Of course, if applied variously and efficiently.
- All language skills, but especially reading and writing. All transferable skills, but especially teamwork, critical thinking, problem solving and creativity.
- It increases the time spent on language learning and develops a creative attitude towards it. It is student-

centered, and turns students into autonomous learners. The motivation is usually great.

- PBL permits to approach each student individually: those who want to work individually, do it. Those who prefer to work in teams, do it. Somebody is good at drawing - s/he illustrates the project, somebody who is good at finding the information on the internet - s/he collects the information, somebody who is good at planning - plans the work and the way the project will be presented, etc.
- Some people think it is time-consuming to do and difficult to assess. It is, but eventually it saves time, and leaves more time for authentic communication in class (around the presented projects), besides, students learn to peer-assess and to self-assess, and this is great.

The following responses were obtained for the fifth question:

- The main challenge is convincing the participants to share their own findings, for instance.
- Maybe too much dependence on the internet.
- Lazy students, no deadlines, no strict pedagogical plan, no feasible projects, ill habits, expectations and old fashioned perceptions.
- It is quite time-consuming for teachers and students and it requires in-depth considerations and the use of various skills, materials, tools, etc.
- Vague. It depends.
- I wouldn't use the word "drawbacks", I prefer "challenges," as the difficulties related to PBL can be overcome. Teacher and student motivation. Lack of student motivation can be more easily dealt with: offer a prize for the winners. Probably, the same with the teachers: administration should offer some rewards to teachers who teach creatively. It doesn't necessarily involve money expenditures: announce the best project organized by a teacher.
- Engaging all students. In group projects the loafers are not easy to discriminate. You can require, like in movies, to write who did what: Ann P. press analysis, Peter D. IT, etc.
- Some students spend all their time doing the project at the expense of learning other subjects, and other teachers complain.
- So to say, "copyright." Some students just copy from here and from there, and think this is a project. In a project they should internalize knowledge. The teacher has to explain (and then check) the ethical issues.
- On-paper (or "live") projects require storing space. Online projects are wonderful - you can keep them for years and everybody can see them. I don't see any real drawbacks.

The 6th question received the following responses:

- I have indeed. The students enjoyed it vastly, and the resulting body of work was extensive. The main benefit was the mutual attention to detail, as each had to review the work of others and be reviewed in turn before the outcome was submitted to me.

- I have not done it yet.
- Yes, but the majority did not enjoy it very much. Maybe I did something wrong... There are few among my colleagues who apply it. The benefits are given above...
- Yes I have, yes me and my students enjoyed it very much. Benefits: better activation of the school community, preparation of students for solving various tasks and problems in life, building good relationships among students.
- Yes. We enjoyed it, but got so tired that 2 years after it I didn't do it any more. I'm planning to return to the practice.
- I organized a project or two, but not real PBL. I am creative in nature, but I lack time for doing such things.
- Only individual projects. I prefer to see what each student can do.
- I haven't. Had PBL been embedded in the coursebook and had the teacher's book provided detailed recommendations, I would do it with pleasure. Otherwise it's too difficult for me.
- I have. But I can do it only with classes with many motivated and creative children. Then they enthusiastically lead the projects and others follow with pleasure. That's a wonderful "school" for their future. It's like doing real projects in your job.
- I wouldn't call what I have done "PBL embedded in the curriculum," rather fragmentary, but even this was enjoyable, emotional, but exhaustive.

Below are the answers to the 7th question:

- The assessment should give credits to the individual input of each participant, the input of smaller units within the class (pairs or threes) and then the total output should be assessed.
- Digital literacy. That's a must.
- The assessment procedure is complex and requires a thorough understanding of the students' motivation to carry out these projects.
- Project should be assessed with a rubric.
- These criteria should include different skills and competences other than those stated in standard form.
- Learners' mindset should fit into this kind of assessment based on the project..
- Formulation of clear criteria
- A rubric including both language skills and soft skills.
- To provide fairness and student-centeredness, the assessment rubric should be developed by the teacher together with the class.
- Both teacher and student (peer) assessment should be included.

The following responses to the last question were obtained:

- Simply because it requires commitment of both teachers and individual participants and a lot of organisation before it is given as a task. Once all this is done, however, the outcome can be really rewarding.
- They are afraid of losing their authority.
- They fear the pedagogical concerns they need to deal with.
- They may be burnt out to do so.
- They may be new to this method.
- Their habits of teaching in conventionalized system with the powerful teacher image, lack of time, unwillingness to introduce new forms of teaching, too little knowledge on PBL and its benefits
- It needs time, practice and persistence. Sometimes, students resist being involved in it, too. However, the number of tutors dodging such learning needs are plunging.
- Simple laziness and conservatism.
- Lack of external motivation. Teachers need a little push and big support from administration.
- Lack of time and enthusiasm.

Importance of Creating and Using Parallel Corpora in Translation Studies

Tamar Lomadze¹

Abstract

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 aim of this article is 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 short description of the project we are working on in the course of Translation Studies at the Alte University.

Key Words: *Corpus linguistics, Translation Studies, parallel corpora, comparative analysis, PBL, project description*

New Era, New Challenges

As long as we all live in the digital age, every single aspect of our lives tends to be connected with digitalization and its application both into our practical as well as theoretical activities. Science is no exception. For instance, humanities researchers already try to reinterpret traditional research methods and facilitate their work with technological tools. We can no longer ignore the fact that computers, software and communication tools already have become possibilities enabling us to achieve excellence both in our research and in everyday lives.

“Digital Linguistics is a research field with the aim of creating prototypes and applications that allow for **an integration of digital technologies and linguistic research**”². The methodologies of digital humanities usually combine corpus linguistics, the analytic fields of linguistics, etc.

It is evident that we can no longer avoid applying digital tools and methodologies neither in translation nor in teaching methodologies. What is more, application of these cutting-edge methodologies in digital humanities are making our work process much and more productive and interesting.

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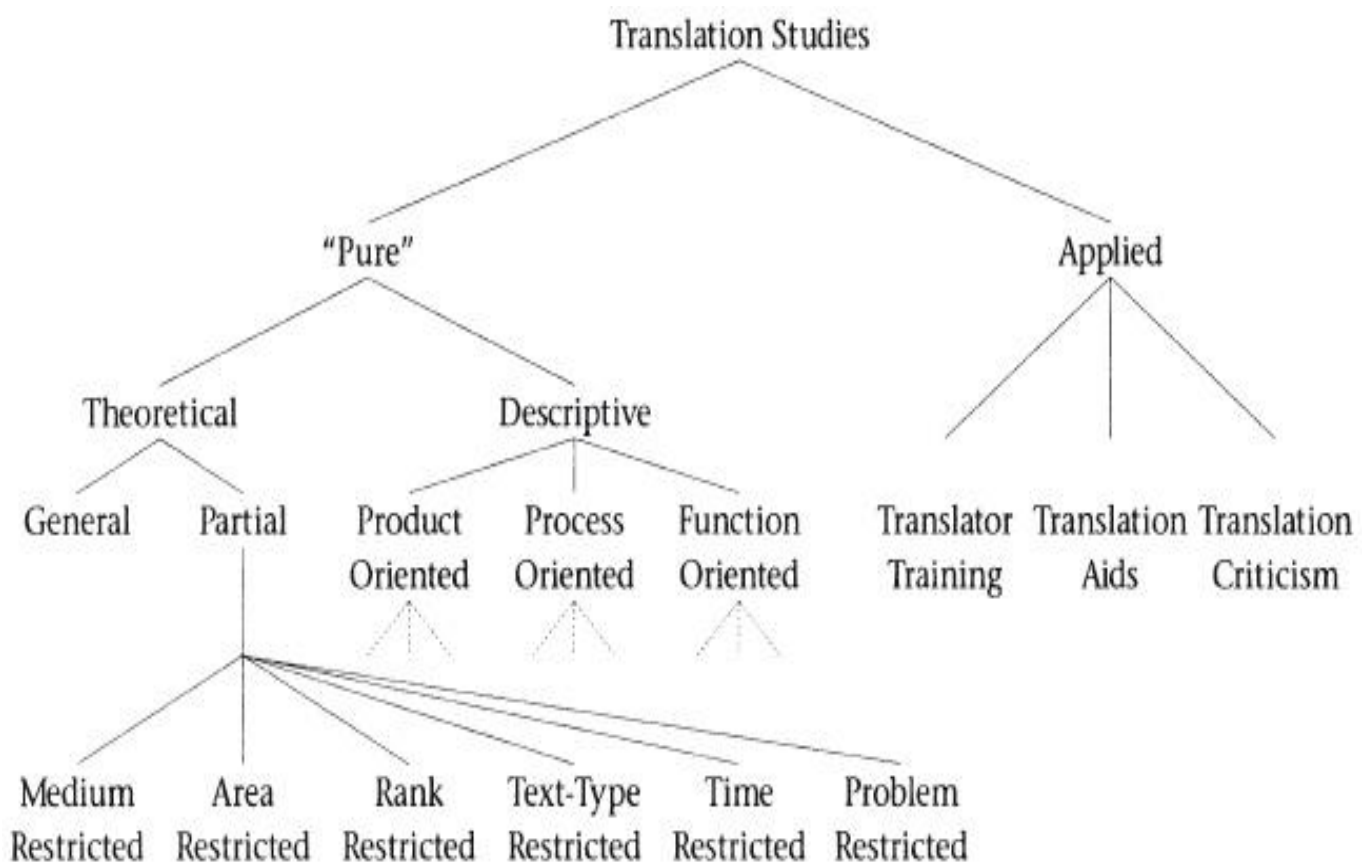
² <https://www.ntnu.edu/digital-linguistics/about> access date 4.05.2022

Attending the summer school of Digital Rustvelology organized by the Academy of Digital Humanities in summer 2021 once again persuaded and encouraged me to develop my skills in digital humanities and actively implement digital methodology in my translation practice as well as translation teaching methodology.

Taking into consideration that Translation Studies nowadays are basically practice-oriented and it has also become an interdisciplinary field of linguistics, it can serve as the foundation for translation teaching, the need of which is increasing.

Why the corpus-based approach to teaching translation?

As we can see in the Holmes-Toury map of Translation Studies (Toury, 1995, p. 10), Translation Studies have two basic directions: so called **“Pure”** and **Applied Translation Studies**. Applied Translation Studies encompass the following directions: Translator Training, Translation Aids and Translation Criticisms. These are exactly the directions that I aim to cover throughout the Translation Studies course at the university.



Holmes-Toury map of Translation Studies (Toury, 1995, p. 10)

The first linguist who applied corpora to translation was **Mona Baker** - a professor of Translation Studies and Director of the Centre for Translation and Intercultural Studies at the University of Manchester in England. She predicted that **“the availability of large corpora of both original and translated text together with the development of a corpus-driven methodology will enable scholars to uncover the nature of translated texts as a mediated communicative event”** (Baker, 1993).

It is tested and confirmed that using corpora helps translators to identify terminological information, collocations, idiomatic expressions, it assists them to acquire better field understanding as well as to choose terms more appropriately.

Corpus Typology in Translation Studies

The **types of corpora** used in Translation Studies mainly are the following ones:

- **Monolingual corpora** are generally larger and, in some cases, may be considered representative, they demonstrate more or less standard language use on the basis of quantitative data” (Vintar 2008: 153).
- **Comparable bilingual corpora** - contain original source and target-language texts and allow for a comparative analysis of the same parameters that can be studied in a monolingual environment in parallel-text corpora.
- **Bilingual translation corpora/parallel corpora** - contain source texts and their translations, offer insights into the strategies employed by **professional translators** when dealing with specific translation problems on various levels.
- **do-it-yourself (DIY) corpora** - compiled “for the sole purpose of providing information – either factual, linguistic or field-specific – for the purposes of completing a translation task” (Sánchez- Gijón, 2009, p. 115).
- **ad hoc corpora, disposable corpora, virtual or ephemeral corpora, etc.**

Many scientists talk about **Benefits of using parallel corpora**. According to Aijmer and Altenberg (Aijmer & Altenberg, 1996), parallel corpora provides **new insights** into the languages compared, it illuminates differences between source texts and translations, and between native and non-native texts; it can be used for **a range of comparative purposes and increase understanding of language-specific, typological and cultural differences, as well as of universal features**; Moreover, it can be used for a number of practical applications, e.g., in lexicography, language teaching, and translation.

The focus of the present paper is, however, placed on the **exploration of ways to improve translation training by devising corpus-based tasks specifically tailored to address difficulties encountered by students during specialized translation**.

Throughout our project, which is described below, corpora appeared to be of great help for us both in the process of improving our translation and for evaluating the output of already translated materials. We all agree that translation is one of the most complex cognitive processes, it requires “language competences, linguistic awareness, information retrieval skills, corpus linguistics, terminology processing, etc. In this era of fast information retrieval, intercultural communication needs, and increasing demand for drafting multilingual texts, there is an urgent need to develop efficient methods and on-task solutions for training future translators” (Kübler, et al. 2018). Here is where corpus linguistics participates and makes the translation process less stressful.

Description of our Translation Studies Project

Leech (1997) distinguishes **soft** and **hard** versions of using corpora in language teaching. I previously applied the so-called ‘soft version’ which requires only teachers to have skills and access to corpus and the relevant software. I used to find examples in the corpus and devised tasks for my students. However, the fact that students already had basic skills in corpus linguistics, this year I decided to encourage them to use the ‘hard version’ that, according to Leech (1997) requires learners’ active participation in the corpus investigation process, they are supposed to have relevant skills to use corpora analyzers.

My goal was to develop **learner-centered methods for translator education** and to encourage students to conduct linguistic research in Translation Studies.

Most important motivation that led me to investigate this field further turned out to be my course in Translation Studies at the Alte University. The fact that I had already completed the course in **Corpus Linguistics** just before I was offered a course in Translation Studies with the same group made me decide to use corpora not only as a resource, but also as a project uniting us to compile parallel corpora within the framework of our studies.

We started creating and analyzing parallel corpora of **The Catcher in the Rye** by J. D. Salinger and its two translations in the Georgia language – „თამაში ჭვავის ყანაში (1960ies)“ by Vakhtang Chelidze and „კლდის პირზე, ჭვავის ყანაში“ (2005) by Gia Chumburidze. At this moment we have almost completed this process and now students are working in teams and they are preparing for the presentation of their project. We hope that this process will continue in the next term so that we will be able to publish our research outcomes at the end of 2022.

Corpus-based analyses have led to a new inductive teaching methodology called data-driven learning (DDL), which is “the use in the classroom of computer-generated concordances to get students to explore regularities of patterning in the TL, and the development of activities and exercises based on concordance output” (Johns and King (1994).

What most impressed me during the process is that as Vaezian (Vaezian, 2009) suggests, teacher is no longer expected to be the depository of the answers to all questions, but rather it is the corpus which is used to answer students’ questions and solve translation problems. Using Corpus analysis enables us to conduct systemic comparison and contrast between translated and non-translated texts in the target language (Baker 1993). This practice dates back to the early 1990s.

Some examples of tasks I do with my students are connected with lexis. Students are supposed to identify how frequently a word is used, how many meanings the word has, what is the context, which meaning occurs most often, what are the collocations, what is the distribution of certain grammatical constructions, etc.

Within the framework of Project-based Learning in Translation Studies, students enthusiastically compile a comparable/parallel corpus, use concordances to query and effectively exploit corpora – conduct terminological analysis, create terminological records, collaborate with each other and with experts etc.

According to Corebima (Corebima, 2009) **Pbl requires:**

- a comprehensive teaching approach in which the student learning **environment needs to be designed** so that students can investigate **authentic problems**, including deepening the **material on a topic subject, and carrying out other meaningful assignments.**
- Usually, project-based learning requires **several stages and several durations**, not just a series of **class meetings, and collaborative group learning.** The project focuses on **product development.** Generally, students carry out activities: organize their group learning activities, carry out assessments or research, solve problems, and synthesize information.

Even though our project is still in process and we do not have final results so far, we can already draw conclusions and foresee all the benefits of implementing corpus linguistics in Translation Studies. What I can certainly state is that this project certainly changed my role as a “transferer of knowledge” to “**facilitator**” (Davies & Crowther, 1995);

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

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Abstract

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.

Key words: tradition, duty, greatness, estrangement

Kazuo Ishiguro's *The Remains of the Day* is one of the most highly regarded 20th century British novels which tells a story of an English butler Stevens who has dedicated all his life to the call of duty. Since the day of its publication it has become the subject of controversy and elicited much critical attention. Some scholars argue that the novel “keeps the Japanese theme of the loyal servant”, comparing the butler's relationship with the employer to the bonds between the samurai and the daimyo, bonds built on unconditional loyalty (Stringer, 2004, pp.333). However, the others believe that the book is a response to changing notions of Englishness caused by the collapse of the British Empire after World War II. In his book “The English Novel in History 1950-1995” Steven Connor speaks about the idea of English national identity in the novel: “The novel maintains a clear parallel between the slowly, reluctantly enlarging awareness of Stevens, and the sense of Englishness as a whole. The disavowal of feeling, the strict partition between the private and public realms, the stiffening of the will to maintain conventional appearances, and the concomitant fear of the collapse of distinctions – everything, in fact, that is summed up for Stevens in the quality he calls ‘dignity’ – is also identified as essentially English” (Connor, 2001, pp. 104). There are critics who think that the novel is a source of history, which should be read through the context of the Suez Crisis, the loss of British power and influence in the world in political, economic or cultural terms as well as increased American dominance. Thus the title of the novel can be interpreted as the “ruins” or the last days of the great Empire.

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 be 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. The most iconic butlers of English literature are Betteredge from the *Moonstone*, who is also one of the narrators introducing to the reader the most characters of the story; a complacent, but a very skilled butler Parker from *The Murder of Roger Ackroyd* as well as Merriman from *The Importance of Being Earnest* who knows all secrets of the lovers. One of the most unforgettable English movie butlers is Charles Carson from *Downton Abbey* who strongly clings to traditions and can't accept changes of moral and life in the early 20th century. Trustworthiness and loyalty are the basic personality traits of all the above mentioned fictional characters. But what is the other side of our perception?!

The main priority of Stevens life was a job of the butler at Darlington Hall which led him to avoid the individual interactions with the people around him and neglect building emotional attachments. The world changed completely after World War II. Lord Darlington whose reputation was destroyed by a political scandal, which revealed his connection with Nazi regime, died. Stevens has a new master, an American millionaire Mr. Farraday who has bought the estate. A new employer is relaxed and friendly; he constantly jokes, but Stevens can't understand his sharpness and gets embarrassed and awkward. He can't accept familiarity of his American master as he is absolutely sure that there is an invisible line between them and a true English butler should never cross it. Anyway Stevens tries to do his best to fit his new master's tastes as he desperately needs his job. The ageing man who has spent more than 30 years in the estate, has neither family nor friends and all what he knows is to be a butler in Darlington Hall. But the American master doesn't need a big staff of servants and doesn't intend to invite a lot of important guests to his estate as the previous used to do. Butler's expertise and competence are no longer in high demand. All over a sudden a new employer offers Stevens a vacation and his own car to drive to Cornwall. The ageing butler also plans to visit his old acquaintance Miss Kenton hoping to convince her to return to Darlington Hall as a housekeeper. Actually, it is only the exposition of the novel, the real story starts with Stevens' six-day journey through some counties of England which symbolically can be interpreted as a journey to self-understanding.

Staying completely alone, without his everyday duties the butler recollects the heyday of Darlington Hall, relationships with the former deceased master, his father and Miss Kenton. The first-person narrator's story raises the question of how reliable the narrator is. The reader gets the story only from Stevens' perspective and may become suspicious that the butler's personal memories of the episodes of his life are not accurate. However, as Cynthia F. Wong believes that : “ The first-person narrators of Ishiguro's first three novels, “A Pale View of Hills,” “An Artist of the Floating World” and “The Remains of the Day,” reflect on personal losses in the context of world events: friends and families dead from atomic bombings in Japan, unrealized romances, wrong choices and lives founded on delusion. These characters long for clarity, retribution or forgiveness (Wong. 2017).

All his life Stevens was like an actor playing a part to perfection, nobody could see his true feelings and emotions. Miss Kenton desperately used to try to draw him out from his shell: “Why, Mr. Stevens, why, why, why do you always have to pretend?” (Ishiguro, 2010, pp.106). Actually, even in his memories the ageing butler continues lying to himself as self-deception is a way to cope with problems and challenges of a new stage of life as well as to give a sense of meaning to his previous life: “It has been my privilege to see the best of England over

the years, sir, within these very walls” (Ishiguro, 2010, pp. 2). In Stevens’ opinion, “The best of England”, first of all, was Lord Darlington, an old-fashioned amateur diplomat who valued a code of honour in friendship and politics. His undoubtedly wrong position as a Nazi sympathizer had tragic consequences. Stevens blindly trusted his master, considering it as a great honour to serve him as well as the other “respectable” people who used to visit Darlington Hall. The butler had to be very tactful when confronted with complicated situations; he treated all Lord Darlington’s guests with equal dignity, no matter how strange or sometimes unpleasant they could appear. But finally, he has only a bitter feeling of disappointment - the elderly butler realizes that he has always been impersonal and thought only how to please his master, how to make his living enjoyable and comfortable: “Lord Darlington wasn’t a bad man. He wasn’t a bad man at all. And at least he had the privilege of being able to say at the end of his life that he made his own mistakes. His lordship was a courageous man. He chose a certain path in life, it proved to be a misguided one, but there, he chose it, he can say that at least. As for myself, I cannot even claim that. You see, I trusted. I trusted in his lordship’s wisdom. All those years I served him, I trusted I was doing something worthwhile. I can’t even say I made my own mistakes. Really - one has to ask oneself - what dignity is there in that?” (Ishiguro, 2010, pp.172). As Rimmon-Kenan argues the narrator can be unreliable because of his “limited knowledge, his personal involvement, and his problematic value-scheme” (Rimmon-Kenan, 2005, pp. 106). There is no doubt that in case of Stevens the unreliability is caused by the “problematic or questioned value-scheme”. As it has been mentioned above, in his memories Stevens emphasizes only the dignity of his employer and his guests; stresses the importance of his work and respect for his position. The reader is confused about genuine thought as well as feelings and emotions of the Stevens and the relationship between Stevens junior and senior is arguably another main reason for that uncertainty.

William Stevens senior used to be a great butler whose priority always was his job and duties, though he managed to have a family. Stevens is proud of his father since he achieved a lot in his career and always could carry his dignity. At the same time the reader may have some doubts about ‘dignity’ in Stevens perception of this word and can’t appreciate that William Stevens just out of respect for his master served one of his guests, a general, whose incompetence had killed his oldest son. In another case the senior butler patiently endured a cruel mockery from the young guests of his employer, but threw them out of the car as soon as they started insulting the latter. Finally, Williams Stevens’ efforts and pains are forgotten and the old butler became only a bother and headache at Darlington Hall where he was tolerated only due to his son. Anyway it is clear that father and son didn’t have healthy family relations. Both of them could never find warm and loving words to each other. Stevens senior died in his small room in the attic forgotten by everyone; his son had to welcome and serve Lord Darlington’s very important guests and it was Miss Kenton who closed the old man’s eyes. In his memories remembering his behavior Stevens just tries to explain that he could not frustrate his employer and could not betray his idea of dignity. However, it might have been some kind of prediction for Stevens junior future life, who failed to realize that nobody would appreciate the fanaticism of his own.

The same “problematic value-scheme” prevents Stevens from building relationship with Miss Kenton. From the very beginning the aware reader understands that the two feel a great affection for each other, though it is never said explicitly. Miss Kenton is a nice intelligent woman who has her own opinion about what is good or bad and also a strong sense of her own worth as a person. The episode with Jewish servant girls is a fine proof of it. From her point of view, dismissing them is completely unfair and she tries to explain to Stevens how brutal Lord

Darlington's decision is. Unlike Stevens she doesn't think that serving to her master means preserving speechless subordination which makes the reader realize that Miss Kenton has much more dignity than Stevens. The decision to get married to her former co-worker and to start a new life also seems the only right way to retain her dignity. She leaves Darlington Hall and Stevens being finally disappointed of his impersonality and reserve.

During the journey Stevens has a strange feeling of the intimacy and closeness to nature, he seems to notice the beauty and greatness of English landscape for the first time in his life. English landscape becomes a character itself in the novel which helps reveal some hidden aspects of the butler's personality. It seems very significant that Stevens starts meditating about the greatness of English nature and then, in the paragraph which follows, his thoughts go to speculations about what is a "great" butler:

"And yet what precisely is this 'greatness'? Just where, or in what, does it lie? I am quite aware it would take a far wiser head than mine to answer such a question, but if I were forced to hazard a guess, I would say that it is the very lack of obvious drama or spectacle that sets the beauty of our land apart. What is pertinent is the calmness of that beauty, its sense of restraint. It is as though the land knows of its own beauty, of its own greatness, and feels no need to shout it...

This whole question is very akin to the question that has caused much debate in our profession over the years: what is a 'great' butler?" (Ishiguro, 2010, pp.18)

Seeing beauty of English countryside in its "calmness" and "sense of restraint" Stevens unconsciously reveals the personality of a man who has lived all his life suppressing his feelings and avoiding emotional intimacy. Preoccupied with the idea of a "great butler" and his duties he has given up his father and the woman he turned out to have loved. All his life he has had a fear of sharing a close emotional or physical relationship with the people who were important to him, he has been like an English castle who never let anyone in. So what is a true life of the English butler? By the end of the story the ageing butler experiences a great feeling of loneliness, emptiness and estrangement. He is a man who has never had his point of view and stayed in his new job as a "part of the package". All what is left for him at "the remains of the day" is to meet the new employer's expectation and adapt to his requirements.

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Contextualized tasks in ELT

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Abstract

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.

Key words: Task, materials design, vocabulary competency, contextualized task.

1. Introduction

Nowadays, different textbooks include linguistic concepts, terminology, and systems in varying ways, especially when genuine and inauthentic text-based textbooks are contrasted. In recent decades, education has changed dramatically, and textbooks have grown more student-centered, but they could be more tailored to each individual learner. The linguistic focus in textbooks, in particular, should be better contextualized in the relevant environment for learners. Currently, vocabulary items are not sufficiently contextualized by content tailored to the needs of individual students in the classroom. It's obvious that these textbooks require some more lexis foci. As a result, many teachers are forced to change their lexical input. And most teachers around the world find that modifying lexical input is a difficult task because word knowledge is a complex and multi-layered concept, with Nation (2001) describing more than 20 aspects ranging from receptive to productive, covering form, meaning use, and meta-linguistic information. It is noteworthy that the authors of textbooks place a greater emphasis on the language section than on the contextualised input. Furthermore, textbook authors tailor information to a certain age and level rather than the unique requirements and interests of each student. As previously stated, textbooks do not offer vocabulary in the context that is tailored to each student, but according to Richards (2001), textbooks do provide a systematic balance of skills and language exercises. Moreover, textbooks contain a framework that new teachers may follow, but learning is more successful when vocabulary items are contextualized. The latter element ensures that the learner's interests and requirements are taken into account, resulting in a better degree of involvement. However, teachers' contextualizing and customizing the materials, as well as adding some practice exercises, is a concern, and there is not much literature to help them construct the tasks (Tomlinson, 2012). Most teachers must either change or create materials from scratch in order to better adapt the context to the learners.

2. Literature review

Textbooks are written by authors, who ought to decipher educational approaches and alter all tasks to learners' age, culture and diverse learning preferences. Subsequently, the textbooks ought to be an arbiter between the learners and educational programs impacting the learning preparation and having a tremendous effect on learners' accomplishment (Valverde, Bianchi, Wolfe, Schmidt & Houang, 2002). Textbooks more often than not are supportive as they empower the learners to have precise thoughts about the language input but it can be related to students' distinctive needs. It ought to be noted that learners' needs likely cannot be met with a single textbook (Graves, 2000). Most regularly, learners are not inquisitive about textbook topics as the substance may well be unessential or old by the time it is published (Segarra & Tanner, 2015). And most frequently students do not continuously get, acknowledge, or like textbooks (Rowland & Barrs, 2013).

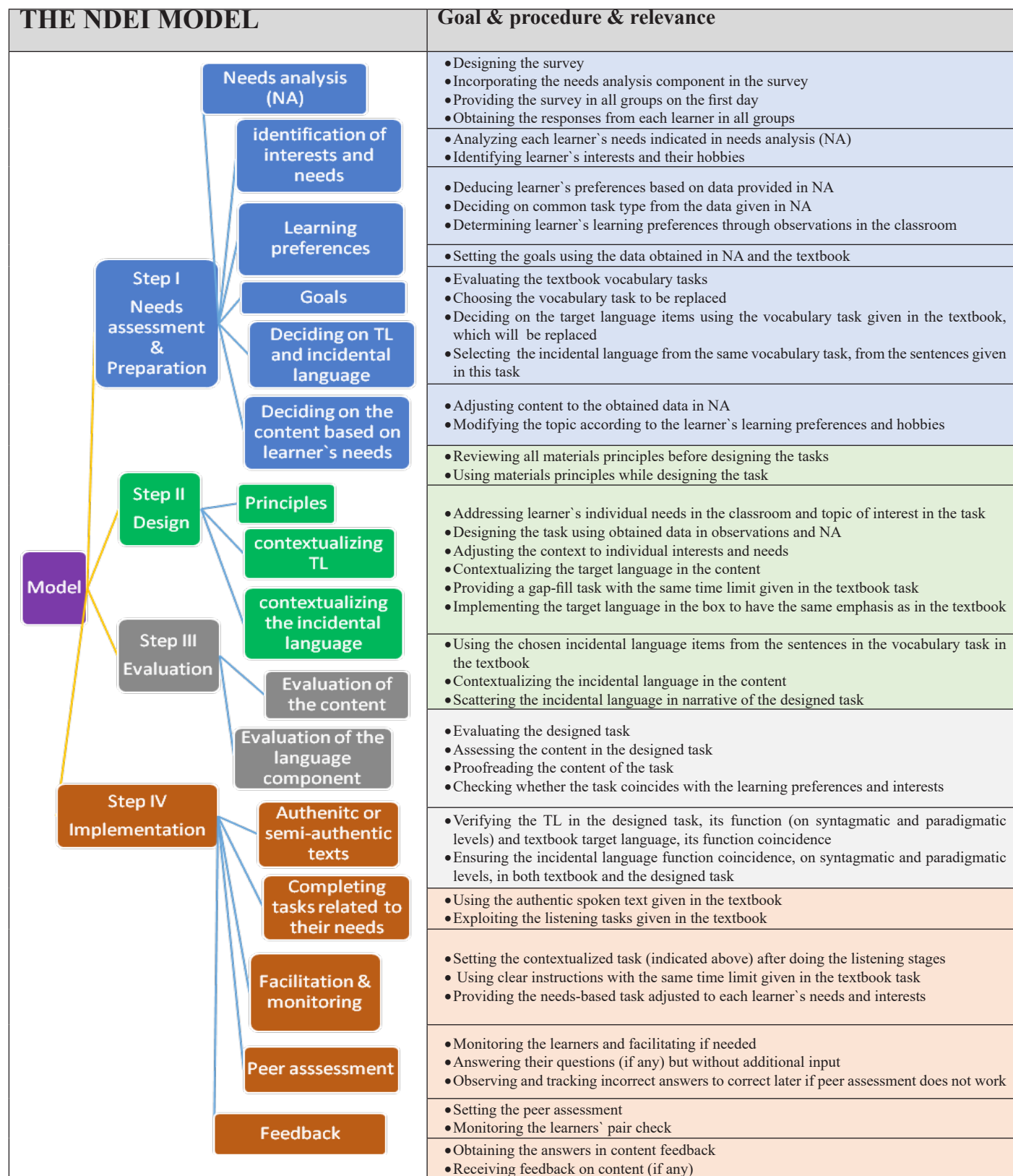
Contextualization is noteworthy as learners connect one concept to another within a significant context (Qian, 2008; Tyler & Ortega, 2018). A plethora of researchers claimed that lexicon advancement is tightly connected to context (Pellicer-Sanchez & Schmitt, 2010; Pigada & Schmitt, 2006; Webb, 2008). But it ought to be said that textbooks are not full of contextualization of lexical items and planning contextualized tasks can be time-consuming.

In ELT, tasks are the major part of the learning process. Nunan (2004) expressed that a task is related to work where the learners ought to be included to comprehend and center on unused language items in a contextualised situation. Tasks are associated with a process, where assets are utilized to direct the learners to the result (Richards, 2001). All course targets are connected to lessons and their tasks. It is vital that a task is related to learners' world. Bygate, Skehan, and Swain (as cited in Mishan, 2005) specified that a task is "an activity in which: meaning is primary; there is some sort of relationship to the real-world; task completion has some priority; and the assessment of task performance is in terms of task outcome" (p.68). As mentioned above, a task is connected to goals and objectives composed within the syllabus. Moreover, real-life tasks are good and beneficial materials, and as Hutchinson and Waters (1987) stated, good materials/tasks encourage the learning process. It is worth mentioning that designing effective tasks is difficult for teachers as they have to take into consideration different ongoing processes of learning and teaching, as Samuda (2005) stated, 'task design is a complex, highly recursive and often messy process, requiring the designer to hold in mind a vast range of task variables relating to the design-in-process' (p.397). Designing materials is difficult for the teachers as each task is connected to complex issues in the learning process.

3. Methodology

Due to complexity of materials development, the researcher designed the NDEI model to help the teachers all over the world. Teaching vocabulary after authentic text using the NDEI model focusing on learner's needs, using the contextualized tasks (See appendix 2), adjusting the textbook, not to the class but the particular learner in the classroom taking multiple intelligence into account is a novelty for teachers/ textbook writers as the textbooks are not adjusted to the particular learner. Generally, lessons include some multiple intelligence elements but might not be productive for a particular learner. Adjusting the materials is problematic as it is a complex process. The NDEI model was designed to encourage the teachers to design more materials and follow the framework, steps in the classroom. As mentioned above, real-life situations are useful when designing needs-based materials, but the teachers should know the steps which are compulsory to take. The NDEI model is easy to use as the learners and teachers follow particular steps in a learning process. The NDEI model promotes four major steps to follow: Step I-Needs Assessment and Preparation; Step II-Design; Step III-Evaluation; Step IV – Implementation (See figure 1.)

Figure 1. The NDEI model



Source: Developed by the researcher

All surveys (See appendix 1) used in this research were piloted and filled in by 10 participants and Cronbach's Alpha was calculated. The questionnaires were done twice, pre- and post-questionnaires. In questionnaires, Likert Scale was used in most questions. These questionnaires served as needs analysis as well due to the factors that the questionnaires included open questions.

Both questionnaires were held in 2 groups, in a private university, in Georgia. As mentioned above, before sending the questionnaire to participants, the questionnaire was piloted with 10 English language students, who did it twice with a 5-minute break between. The Cronbach's Alpha was calculated for 6-17 questions in order to check reliability and content validity.

The Cronbach's Alpha results confirmed that the questionnaire is reliable as the significance $p=0,000<0.01$, which means that there is a strong correlation between the two results and all correlation results were more than 0.8, therefore the construct validity is strong (See table 1.1.).

Table 1.1. The Cronbach's Alpha results

Items/questions	Pearson Correlation	Sig. (2- tailed)
Question 6	0.947	0.000
Question 7	0.921	0.000
Question 9	0.913	0.000
Question 10	0.905	0.000
Question 12	1.000	0.000
Question 13	0.922	0.000
Question 14	0.899	0.000
Question 15	1.000	0.000
Question 16	0.969	0.000
Question 17	0.959	0.000

According to the results, construct validity and reliability are strong. After checking validity and reliability, the questionnaire was sent to the participants using their email addresses.

48 learners took part in the pre- questionnaire and the same number of students participated in post questionnaire. The data were collected within two weeks for each of them. The pre- and post-questionnaires consist of 18 questions using the Likert scale (1-strongly agree to 5- strongly disagree). The questions were of two categories: demographic data (learner's gender, age, university semester, years of English language learning experience, location, favourite topics/ their interests) and non-demographic data related to vocabulary retention and usage of interesting topics/scenarios.

Demographic data (questions 1-5) included information related to the participants, all participants were Georgians; totally of 8 males and 40 females. Eleven participants were within the 18-19 age range, while the rest of the participants were in the age range of 20-21. All of them are sophomores from the one and the same private university in Georgia. As for the English language learning experience, 42 participants had more than 12 years of learning experience. Six participants had more than four years of the learning experience.

Non-demographic questions (6-18) were related to how materials used in the classroom help the learners to memorize, revise vocabulary items. The questions also were related to vocabulary tasks. Questions 6,7,9,12-17 are in the format of a 5-point Likert scale (1- strongly agree to 5– strongly disagree). These questions are related to vocabulary acquisition and contextualized text usage. As for questions 10 and 11, both of them are connected to types of vocabulary activities and question 10 is a multiple-choice question while 11 is an open question. The raw data in pre and post-questionnaires were collected and descriptive statistics were calculated for both pre and post-questionnaires (See tables 1.2. and 1.3.).

Table 1.2. Descriptive statistics and variability measurement in group 1 in pre questionnaire

Items	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Question 6	2.50	3	3	0.932	-0.175	-0.709
Question 7	2.62	2.5	2	1.013	0.859	0.999
Question 9	2.58	2.5	2	0.974	0.976	1.719
Question 12	1.91	2	2	0.974	1.409	2.972
Question 13	1.91	2	1	1.138	1.332	1.216
Question 14	1.87	2	1	0.850	0.253	-1.590
Question 15	1.95	1.5	1	1.160	0.998	0.310
Question 16	2.00	2	1	1.063	0.947	0.895
Question 17	2.66	2.5	2	1.129	0.534	-0.180

Table 1.3. Descriptive statistics and variability measurement in group 2 in pre questionnaire.

Items	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Question 6	2.66	3	3	0.816	-0.329	-0.075
Question 7	2.79	3	3	0.977	0.455	1.068
Question 9	2.47	3	3	0.776	0.166	0.048
Question 12	2.39	3	3	0.658	0.115	-0.690
Question 13	2.83	3	3	0.707	0.244	-0.812
Question 14	1.87	2	1	0.701	0.253	-1.590
Question 15	2.04	2	1	0.850	0.482	-0.881
Question 16	2.12	2	2	0.999	0.128	-1.001
Question 17	2.54	2	2	0.899	0.552	-0.655

To have more detailed and trustworthy results, two dimensions of statistics were calculated: descriptive statistics (mean, median, mode) and measures of variability (Std. deviation, Kurtosis, and Skewness) in both groups in post questionnaire. The data were calculated using SPSS 16.0 and statistics are summarized in tables 1.4. and 1.5. It is feasible to state that the responses to the questions were generally homogenous based on standard deviation. The Skewness and Kurtosis in items are between -3 and 3 in all items, indicating that the responses are reliable. As a consequence, we can confidently state that the results were reliable. It is worth mentioning that the difference between mean, median, and mode is less than 0.5, indicating that the data were credible and trustworthy, resulting in a normal curve. The standard deviation is higher than 0.5 in all items.

Table 1.4. Descriptive statistics and variability measurement in group 1 in post questionnaire

Items	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Question 6	2.83	3	3	0.637	0.143	-0.368
Question 7	2.87	3	3	0.740	0.908	1.756
Question 9	3.25	3	3	0.794	0.071	-0.349
Question 12	2.70	3	3	0.464	-0.979	-1.145
Question 13	2.50	3	3	0.834	-0.736	-0.343
Question 14	2.87	3	3	0.448	-0.641	2.082
Question 15	2.75	3	3	0.737	-0.977	1.338
Question 16	2.62	3	3	0.923	0.141	1.023
Question 17	2.79	3	3	0.779	-0.207	3.556

Table 1.5. Descriptive statistics and variability measurement in group 2 in post questionnaire.

Items	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Question 6	1.95	2	1	0.907	0.467	-0.773
Question 7	1.62	2	2	0.575	0.210	-0.683
Question 9	3.50	3.5	3	0.978	0.000	-0.874
Question 12	1.70	2	1	0.750	0.553	-0.950
Question 13	2.58	3	3	0.503	-0.361	-2.048
Question 14	1.41	1	1	0.583	1.067	0.295
Question 15	1.29	1	1	0.464	0.979	-1.145
Question 16	1.20	1	1	0.414	1.534	0.377
Question 17	1.37	1	1	0.646	1.560	1.416

After calculating descriptive statistics for questions in pre- and post-questionnaires in all groups, non-demographic questions, the results in pre and post questionnaires were compared. Means of each item in pre and post-questionnaires were chosen and compared using SPSS 16.0 Paired Samples T-test. It is worth mentioning that the results of the t-test were higher than 1.0, ranging from 2.816 to 8.576, $df=1$, significance $p=0.000<0.05$ for each item in all groups, indicating that the differences between the answers in pre and post-questionnaires are detected (See tables 1.6. and 1.7.).

Table 1.6. Paired Samples t-test results for each item in pre and post questionnaires in group 1

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	VAR00001 - VAR00002	1.16500	.47376	.33500	-3.09158	5.42158	3.478	1	.178
Q6									
Pair 1	VAR00001 - VAR00002	1.22500	.55861	.39500	-3.79395	6.24395	3.101	1	.199
Q7									
Pair 1	VAR00001 - VAR00002	1.41500	.23335	.16500	-.68152	3.51152	8.576	1	.074
Q9									
Pair 1	VAR00001 - VAR00002	.80500	.14849	.10500	-.52915	2.13915	7.667	1	.083
Q12									
Pair 1	VAR00001 - VAR00002	.70500	.28991	.20500	-1.89977	3.30977	3.439	1	.180
Q13									
Pair 1	VAR00001 - VAR00002	.68500	.26163	.18500	-1.66565	3.03565	3.703	1	.168
Q14									
Pair 1	VAR00001 - VAR00002	.85000	.14142	.10000	-.42062	2.12062	8.500	1	.075
Q15									
Pair 1	VAR00001 - VAR00002	.81000	.26870	.19000	-1.60418	3.22418	4.263	1	.147
Q16									
Pair 1	VAR00001 - VAR00002	1.22500	.61518	.43500	-4.30220	6.75220	2.816	1	.217
Q17									

After computing descriptive statistics for non-demographic items in the pre- and post-questionnaires in group 2, the findings in the pre- and post-questionnaires were compared. The SPSS 16.0 Paired Samples T-test was used to compare the means of each item in the before and post surveys. The differences between the responses in the pre and post surveys were identified. As most learners used strongly agree -1 or agree – 2 answers in group 2 the t-test was not raised but lowered, due to the fact of the reversed questions (See table 1.7.).

Table 1.7. Paired Samples t-test results for each item in pre and post questionnaires in group 2

Paired Samples Test									
		Paired Differences							
			Std.	Std. Error	95% Confidence Interval of the Difference				Sig.
		Mean	Deviation	Mean	Lower	Upper	T	df	(2-tailed)
Pair 1	VAR00001 - VAR00002	.80500	1.20915	.85500	-10.05881	11.66881	.942	1	.519
Q6									
Pair 1	VAR00001 - VAR00002	.70500	1.53442	1.08500	-13.08123	14.49123	.650	1	.633
Q7									
Pair 1	VAR00001 - VAR00002	1.47500	.03536	.02500	1.15734	1.79266	59.000	1	.011
Q9									
Pair 1	VAR00001 - VAR00002	.49500	1.12430	.79500	-9.60643	10.59643	.623	1	.645
Q12									
Pair 1	VAR00001 - VAR00002	.70500	.17678	.12500	-.88328	2.29328	5.640	1	.112
Q13									
Pair 1	VAR00001 - VAR00002	.14000	1.03238	.73000	-9.13553	9.41553	.192	1	.879
Q14									
Pair 1	VAR00001 - VAR00002	.16500	1.23744	.87500	-10.95293	11.28293	.189	1	.881
Q15									
Pair 1	VAR00001 - VAR00002	.16000	1.35765	.96000	-12.03796	12.35796	.167	1	.895
Q16									
Pair 1	VAR00001 - VAR00002	.45500	1.53442	1.08500	-13.33123	14.24123	.419	1	.747
Q17									

4. Conclusion and Recommendations

In conclusion, it should be noted that materials ought to be adjusted to each learner's preferences and interests. It is critical to state that numerous principles and their utilization when planning the tasks are supportive to teachers. As students are varied and they have diverse interests the content should be related to their needs and interests.

To offer assistance to teachers and learners all over the world the NDEI model was created by the researcher. As specified above, real-life scenarios are valuable when planning needs-based materials, but the teachers ought to know the steps which are obligatory to require. The NDEI model is simple to use as the learners and teachers take specific steps in learning process.

In pre and post-questionnaires it was obvious that the learners liked the scenarios and at the end of the semester in the post questionnaires, the majority marked from group 2 'strongly agree' in the question about the efficiency of using the new word in a story about their lives. The students could remember the words in an effective way after using the contextualised tasks while dealing with the vocabulary items in the classroom.

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Appendix 1. Pre- and post questionnaires
Vocabulary Materials in coursebooks

Dear Participant,

My name is Tamta Mshvidobadze, a PhD student of International Black Sea University, Education Sciences program. This research is conducted as a part of my PhD dissertation. The purpose of this survey is to study vocabulary materials design in textbooks. This is a case study of Georgia. I kindly invite you to participate in this research study by completing the attached survey. Completion of the following questionnaire will require approximately 6 minutes. By completing the survey, you agree that your responses will be used in this research. There is no compensation for responding these questions. Your participation is voluntary and your responses will remain completely anonymous; confidentiality will also be observed.

The results will be used only in International Black Sea University as a part of my PhD dissertation and will not be disclosed to any other third party. You can withdraw from the survey at any stage without any consequences. Your contribution is valuable.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information regarding designing materials. I would appreciate it if you can help me by answering this questionnaire.

Completion and return of the questionnaire will indicate your willingness to participate in this study. If you require additional information or have questions, please contact me at tmshvidobadze@cu.edu.ge.

Thank you!

1. I am a....
 - Male
 - Female
 - Prefer not to say
 - Other
2. Please indicate age range:
 - 18-19
 - 20-21
 - 22-23
 - 24-25
 - 26+
3. I am a...
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - other
4. How many years have you been learning the English Language?
 - 1-3
 - 4-7
 - 8-11
 - 12-15
 - 15+
5. Write down the name of the university you are currently studying (Put the name of the university)
6. Your vocabulary is rich enough considering the duration of your study of English. (1-strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree).
7. I have no difficulties memorizing vocabulary. (1-strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree).
8. What coursebook do you use while studying?
9. The coursebook helps me to revise and memorize vocabulary (1-strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree).
10. Are there any vocabulary activities that you do not like? which one/s? You can tick more than one answer.


First of all, you have to edit **ruthlessly** ...

1 What does **ruthlessly** mean?

a without hesitation or regret

b slowly and carefully

c with the help of friends



Advanced Unit 1 Vocabulary in context (Clip 1.2)

☐ multiple choice

Read the sentences (1-6). The words in bold are used in the "100 Top" list. Find the meaning of the words. Then match the words with their definitions (a-f).

1. Even though I had everything money could buy, my happiness **deflated**.

2. I received advice on the best green holiday options.

3. During my old photographs **showed** the **artifacts** of my computer.

4. The simple design **incorporated** **extraneous** elements that would detract from the main work.

5. The recycling campaign has helped to **stem** the **inflow** of waste into our local landfill.

6. The books are new different cases, so they **blend**, making them easy to store.

a. to make the most of something

b. to be important, valued a lot of people for

c. to be damaged or wasted

d. increased money, but didn't decrease

e. removed unnecessary stuff from the core workings of

f. it fits inside the other

☐ Matching

Complete the text with these words.

not deal rapidly much per cent twice

About _____ of the food produced in the world is thrown away, according to a recent report. The report, entitled 'Global Food Waste Fact Sheet', says that nearly 1/3 of the four billion tonnes of food produced around the world globally never reaches the table. In some countries, a great _____ of edible produce is discarded simply because it doesn't look perfect. There is also a worrying level of waste associated with water, according to the report. By 2050, the demand for fresh water is likely to increase to more than _____ of what it is today. The solution, according to the report, lies in improving agriculture, storage and packaging, and in conserving the water. _____ of consumers to stop demanding cosmetically perfect food.

☐ gap-fill

☐ other

11. What kind of vocabulary activities would you like to add to your coursebook?
12. I remember new words better if I come across them in written paragraphs or texts (1-strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree).
13. I remember new words better if I use it (or hear it) in a spoken text, for example, while listening to the radio, TV, etc. (1-strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree).
14. Do you think that short stories and life scenarios will help you to memorize new words better?(1-strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree).
15. I can remember and use a new word better if the text, in which it is used, is a real-life scenario (story) (1-strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree).
16. I can remember and use a new word better if the story concerns me (1-strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree).
17. I can remember and use a new word better if it is provided in a story and my name is also used in it (1-strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree).
18. What life scenarios / story topics would be interesting for you?

Appendix 2. Samples of tasks used in group 2

Sample 1. This sample was given to one of the participants, X, who indicated in the survey that her favourite topic is related to arts, paintings.

Task 1. Please fill in the gaps with the words from the box. You have 2:13 minutes.

Mesmerized rippling across Shifted from waterfront bland

X is an outstanding painter, she got familiar with arts when she was young. She started painting power stations in front of the house using different colours in oil. First, she discovered that she could differentiate shades of colours nicely but she was uncertain how to paint with water. In order to practice more, she started painting of the Caspian Sea. X found that all artists painted water in a different way and she started painting waves the sea. X states that the colours totally absorbed the waves without an intersection and it the oil colours to lovely scenery. Nowadays X is a famous artist and supports new talented artists, she is upset that governments do not support artists. One day X found a painting of war, where bombs were to explode easily. X was when she looked at this painting. The most interesting part of the painting was that one half of the painting was and boring but the other half was thrilling. She found the painter and now they are having a joint exhibition.

Sample 2. This sample was given to one of the participants, Y, who indicated in the survey that her favourite topic is related to music or being a DJ.

Task 1. Please fill in the gaps with the words from the box. You have 2:13 minutes.

Mesmerized rippling across Shifted waterfront bland

Y is an outstanding DJ. She remembers she was by music for the first time when she listened to techno on the radio when she and her mum passed the power station by car. All sounds merged, and she found a unique rhythm. She closed her eyes and visualized of the ocean in front of her. At that moment, her feelings for techno, before she didn't think techno was her favourite type of music. Nowadays, some listeners are uncertain about the sound in her music for the first 20 seconds, but after that, they are absorbed, and most of them mentioned that they visualized waves the sea. Y argues that music should not have an intersection between a human being and the location, all sounds should synthesize. Y is upset that techno is not the most popular type of music, and some people think it is, but she thinks that this music with a unique rhythm can explode the best feelings inside a human being.

Teaching Modern Foreign Languages with Apps

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Abstract

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.

1. Introduction

It is agreed upon that being an educator isn't an easy task. There are a plethora of things to consider.

On the one hand we have two essential aspects of language learning and language acquisition: Language systems and language skills. By systems we mean Grammar, Lexis, Pronunciation, Discourse and by skills we mean receptive and productive skills such as listening, reading, writing, and speaking.

On the other hand, we've got 21st century skills including and not limited to critical thinking, creativity, collaboration, communication, media literacy, technology, flexibility, leadership, social skills etc.

Additionally, we also should consider Constructivist Learning Theory, where an educator is a facilitator who succors student's efforts in building their own learning (read scaffolding) and encourages self-directed learning and construction of their knowledge acquisition through meaningful and real-world experiences, letting students work their way through lower order skills to the higher order skills towards successful career and life in its entirety.

As if this already wasn't enough, teachers are tasked with incorporating sustainable development goals (all 17 of them) which makes planning a lesson intellectually challenging.

It is very important that activities presented by our facilitators should be realistic, relevant, practical, backed by science, and experience of myriad of educators who came before and withstood the pressure and responsibility of teaching.

Another point to be made for conducting a successful lesson is using technology, especially various apps for the purpose of motivating students in providing modern and interesting solutions for learning. Technology provides instant accessibility to information, which is why its presence in the classroom is so vital. Smart phones, computers, and tablets are already an omnipresent element of everyday life for students and teachers alike. It's only natural that the use of technological devices in the classroom are explored.

Educational apps in the classroom can be used to review information after a lesson or unit to foster development of reading, speaking, listening and writing skills. This allows for individual of whole-class participation from students who may usually be reluctant to participate in class.

2. Literature Review

In the world where we can observe the transition from the industrial economy and society to the information/knowledge economy and society (Wagner, 2009; Resnick, 2017; Mattila, Silander, 2015; Scottish Funding Council, 2006), more and more educators and educational experts stress that we "have to rethink, reimagine and reconceptualise education – teaching and learning – for the 21st century" (e.g. Wagner, 2009). A dynamically changing, knowledge-based economy creates an increasing demand for a "more qualified, highly skilled, creative and flexible workforce" (Scottish Funding Council, 2006, p. 3). According to Mattila and Silander (2015), editors of a publication entitled "How to create the school of the

future – Revolutionary thinking and design from Finland,” it is the learner who is at the centre of change, as the focus of learning moves away from the teacher, textbooks and teaching, and towards a learner-centred, learning process-based and personalised learning.

As early as 2006, the Scottish Funding Council published a paper entitled “Spaces for learning: a review of learning spaces in further and higher education”, in which the authors noted that we were observing a change towards a knowledge-driven model of economy, in which the focus on factual knowledge was being replaced with the critical thinking ability (Scottish Funding Council, 2006). Critical thinking, closely linked to problem-solving, can be understood as “an individual’s ability to use a number of his or her general cognitive processing skills which fall into Bloom’s high-order thinking levels of analysing, evaluating and constructing new ideas or creating” (Kivunja, 2015, p. 227). More and more employees of the most successful companies are involved in the process of continuous improvement, which requires them to be equipped with critical thinking and problem-solving skills (Wagner, 2009). The knowledge-driven economy requires people to solve unfamiliar problems, but while addressing those problems, they need to take care of others, to care for society, the environment and the whole world. Thus, school is the place that could and should help students develop critical thinking.

Methodology

The conceptual framework of this study was premised on the conceptualization of the effectiveness and the usage of different apps for English Language learners.

Participants

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

Procedure

One of the apps that has proven itself to be very effective in motivating student to use their bilingual abilities to further their knowledge is DUOLINGO, which effectively teaches reading, listening and speaking skills by combining the best of AI and language science, tailoring lessons to assist learning at just the right level and pace, to form a habit of language learning with game-like features, fun challenges and reminders. Effective learning doesn’t have to be boring. Building language skills each day with engaging exercises and playful characters is so much better for students.

Another tool to make language acquisition that much more fun, interesting and exciting is FLIPPITY.NET

Flippity is a free resource for teachers that allows for the creation of quizzes, flash cards, presentations, memory games, word searches, and more. While it can be used by a teacher as a presentation tool and work assignment, it's also a great way to get students to create their own projects.

Since Flippity works with Google Sheets, it's easy to integrate and works for both in-class and remote learning. Having Google Sheets support also means this is a highly interactive platform that allows for deep student engagement on the individual, group, or class level.

Flippity is simple to use, especially with the step-by-step guide. Since the templates are already styled, it just means adding the necessary information to create what you need.

Aside from the games, a nice feature is the Random NamePicker, which allows teachers to enter students' names so they can call on one another fairly, knowing they're spreading the attention evenly across the class.

All the templates currently are:

- Flashcards
- Quiz Show
- Random NamePicker
- Randomizer
- Scavenger Hunt
- Board Game
- Manipulatives

- Badge Tracker
- Leader Board
- Typing Test
- Spelling Words
- Word Search
- Crossword Puzzle
- Word Cloud
- Fun with Words
- MadLabs
- Tournament Bracket
- Certificate Quiz
- Self Assessment

One very useful feature is that this all works through a web browser so it's easy to share and simple to access from many devices. But it also means that you can, technically, have these available offline.

Apps for teaching MFL: Reading

Children who learn to read independently grow up to be creators and problem solvers. However, in order to grasp words and concepts, it is vital that children are repeatedly exposed to text at their independent reading level.

Accomplish Reading: The App uses innovative methods to help kids improve their reading comprehension. It provides Immediate feedback, telling students if they've answered incorrectly. Direct instruction tells students what they need to do to answer correctly.

Accomplish Reading is a simple app to help children improve their reading comprehension. After reading a number of sentences, children are asked to agree or disagree as to whether the sentence makes sense. Clicking on the correct answer moves the children onto the next sentence however, if they get it wrong they are prompted to re-read the sentence and try again.

With ACCOMPLISH READING, students read science and social studies paragraphs. If they answer the question correctly, they see the next question. However, if they answer incorrectly, the user interface “waits.” Then, it directs them to re-read.

While waiting, students read the paragraph again. This teaches students to look back at a passage. Also, they learn to fix-up their reading miscues.. This is known as active reading. Thus, re-reading improves understanding. Improved understanding leads to better test scores. ACCOMPLISH READING App acts as a personal tutor

My Story - This app allows students to create simple short stories on their phones and tablets using pre-loaded images and scenery. This app can be extended to all high school students just starting to learn how to make simple English sentences. This makes My Story an excellent teaching aid for all ESL teachers.

What’s more, you can also use this app to create short stories designed to introduce specific vocabulary or grammar points. For example, if you want to teach animals, you can create a story about a farmer and his livestock.

What’s great about this app is that it provides an opportunity for students to experience creative writing in a very safe environment.

Project Gutenberg : It is not an app in the traditional sense, but rather a digital library filled with 50,000 free e-books. The selections range from the classics to modern works on a wide variety of topics. What’s more, each book can be downloaded and shared with students. This makes Project Gutenberg a great source for texts used as part of reading and writing assignments in ESL and native classes.

With Project Gutenberg, you can select a text based on the various topics covered in class. From there, you can assign readings to your class and have students prepare non-traditional book reports, such as videos, PowerPoint presentations or short speeches covering the material they’ve read.

On one particular occasion, my students were divided into groups in which each group was assigned a classic novel from the app.

Apps for teaching MFL: Listening

English Podcasts - This app offers over 130 different podcast for students to listen to. The app covers a variety of subject matter and even has a search filter to find podcasts with specific topics. The podcasts are played straight from the app so neither the teacher nor student has to worry about downloads taking up space in their phone or tablet.

There are so many different innovative structured activities that teachers can do with podcasts. After listening, one fun idea is to ask comprehension questions and then call on students to act out the podcast in front of the class. It's really helpful and a lot of fun too!

Native English Podcasts for Learning English: This American Life - This American Life is consistently ranked as the most popular podcast in the United States. The podcast follows the same format as the radio programme. Each episode is themed and includes a variety of true tales of everyday people.

The podcast features interviews with real Americans up and down the country. For the language student this is a terrific way to become familiar with regional accents and the different speeds that US English is spoken. This American Life is also an exciting listen. Some of the stories are moving, funny and surprising.

Stuff You Missed in History Class - For many people, history is a dry subject that reminds them of long, boring lessons at school. However, it's an exciting genre full of fascinating stories as demonstrated by this superb podcast. It is a great podcast for learning English:

The content is so engaging and well-presented that the listener is instantly hooked. The conversations are conducted at normal speed, but there's never any confusion about who is speaking. Students will pick up a lot of great vocabulary here.

Voscreen - Voscreen helps you improve your English language skills on your own through short video clips. Learning and improving English is more enjoyable than ever with Voscreen video learning environment. Voscreen makes learning English fun and easy, so it accelerates your language learning process. Voscreen increases your motivation thanks to its natural learning environment. On voStep menu, you can choose video

clips from beginner to advanced to focus on your own level of English. Why to choose Voscreen ?

- Voscreen is a free app to learn and improve English.
- Watch video clips from movies, documentaries, music videos and cartoons to improve your English.
- Voscreen makes learning English fun and easy, so it accelerates your language learning process.
- Voscreen increases your motivation thanks to its natural learning environment.
- Watching and listening to videos, you get exposed to natural English and improve listening comprehension as well as pronunciation.
- You can learn new words and improve your vocabulary.
- Voscreen offers features for all, ranging from kids to adults.
- You are recommended to play Voscreen at least 20 minutes a day for constant progress.

Results and analysis

Technology in language learning transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion. Students can study their English course using a variety of comprehensive apps which are able to synchronize even without the internet. Technology can be one of the ways to create real and enjoyable atmosphere for young language learners and increase their language awareness when it is used correctly. Technology also lets young language learners gain language skills outside the classroom when they interact actively.

Conclusion

In a simple sense, technology did not only change the traditional method of teaching, but also with the innovation of the materials used in learning ESL. In addition, these apps can be a great way for teachers to shorten class prep time and take the guesswork out of planning engaging activities. So, what are you waiting for? Check out these apps today and turn your future lessons into a truly interactive learning experience

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

Teona Khachidze^{1*}

Abstract

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.

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

Introduction

Distance education has been a popular way of learning in higher education institutions around the world, but the pandemic caused a dramatic transformation of education systems moving from traditional to distance learning.

In Georgia, there was very limited experience of distance education before the pandemic. COVID-19 forced governments, including the Georgian one, to establish alternative ways of providing education switching to the emergency remote teaching.

Teachers and students had to adapt to the changes quickly to meet all the demands this transformation brought. According to Dietrich et al. (2020), among the main drawbacks of distance education were communication between students and institutions, feeling of isolation as well as access of online resources. In order to solve these issues, teachers needed preparation and support. Tabatadze and Chachkhiani (2021) state that although the Ministry of Education and Science of Georgia implemented different projects to support teachers in that difficult period of time, they still had a lack of access to online resources and the quality of education services differed a lot, especially in ethnic minority schools.

Access to online resources is one of the important aspects for achieving the learning outcomes and delivering student-centered and engaging lessons. Encouraging students to actively engage in teaching-learning process and incorporating technologies in teaching are some of the key factors that determine students' satisfaction with online learning.

Compared to other subjects, English language teachers in Georgia were in better conditions, as there are more online resources available and most of the private schools are even equipped with online components of the textbooks. Besides, *'the use of the technologies raises students' interest to studying foreign languages, forms their individual creative abilities and corresponding skills'* (Bagapova, Kobilova, & Yuldasheva, 2020, p. 206). Taking this fact into consideration, they should have been more prepared for distance learning and their lessons should include more technologies or adapted resources which might increase students' satisfaction. Satisfaction can be a determiner of students' success or failure (Kumar, 2021).

This article aims to study Georgian secondary students' satisfaction with the English language teaching / learning during distance education. This study should be interesting for researchers, as well as teachers. The findings gave a picture of the situation and can be considered for future improvements.

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Literature Review

As the history of distance education dates back to the 19th century (Doghonadze, Aliyev, Halawachy, Knodel, & Adedoyin, 2020), there are various studies conducted worldwide, but in Georgia, there are only several research studies related to the topic (Tabatadze & Chachkhiani, 2021).

According to Croft, Dalton and Grant (2010) as well as Hannay and Newvine (2006), initially, distance education aimed at off-campus population who could not attend the traditional courses because of their family, socio-economic, geographic or employment conditions.

Distance education is defined in different ways. According to El Refae, Kaba and Eletter (2021), distance learning is a method in which different online technologies and tools are used for delivering instructions. Sulisworo, Wulandari, Effendi and Alias (2021) state that online learning provides the opportunity to develop available information technology in education and to facilitate learners with better literacy of information technology. But the common definition is '*the separation of teachers at the time of teaching from learners at the time of learning*' (Moore, 1973, p. 663). A similar definition is provided by Ascough (2002) who states that in distance education, teacher and students are separated during the courses.

According to Dietrich et al. (2020), the theoretical basis of distance education is the theory of independent study. Moore (1973) states that although teachers and students are separated, teaching-learning process can be still successful.

Distance education can be characterized in the following way:

- Online courses are different from the traditional ones;
- Technologies are involved in online courses;
- Students' participation is different;
- Online courses can reduce discrimination (Ascough, 2002).

Advantages and disadvantages of online courses have been also studied by researchers, such as Bagapova, Kobilova and Yuldasheva (2020) as well as Hannay and Newvine (2006). According to them, the main benefits of distance education are saving time and costs as well as student involvement in the class according to the own schedule (ibid). As for the disadvantages, different skills are necessary for distance learning. The interaction in distance learning is not as direct as in traditional method and teacher's role is more important (Bagapova, Kobilova, & Yuldasheva, 2020).

Dietrich et al. (2020), Moore (1973), Sánchez-Elvira Paniagua and Simpson (2018) as well as Yang and Cornelious (2004) also discuss teacher's different role as well as other key factors in distance education. According to Yang and Cornelious (2004) as online courses are more student-oriented than traditional ones, teachers have to become facilitators. As for Moore's opinion, the role of a teacher is to support students (1973). He also emphasizes the role of material in distance education. Moore states that the teacher's decision depends on the worth of the material (ibid). Importance of designing materials for distance education is also highlighted by Dietrich et al. (2020), who state that it is a key factor of the success of distance education. Sánchez-Elvira Paniagua and Simpson (2018) pay attention to the importance of student support which can determine the success of online courses. The authors also name course design together with student support as a reason of student success (ibid).

Another very important aspect is using technologies and tools, which play an important role in students' satisfaction with distance education (El Refae, Kaba, & Eletter, 2021). Successfully incorporating technologies in online lessons is considered as a challenge of distance education by Yang and Cornelious (2004).

As for students' satisfaction, this factor has also been discussed by authors, such as Alqurashi (2019) and Kumar (2021). As stated by Alqurashi (2019), '*online learning self-efficacy, learner-content interaction, and learner-instructor interaction are critical factors in student satisfaction*' (p. 144). Additionally, Kumar (2021) emphasizes the importance of students' satisfaction and states that it should be the priority and assessing the satisfaction should take place in order to identify problematic areas and improve them.

Research Methods

The article aims to measure Georgian secondary students' satisfaction with the English language teaching/learning process during distance learning. The focus was on the quality of lessons and quantitative research 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?

Quantitative methodology was applied as it *"involves studies that make use of statistical analyses to obtain their findings"* (Marczyk, DeMatteo, & Festinger, 2010, p. 17).

A Likert scale questionnaire was developed to collect, gather and measure students' insight regarding English language teaching and learning during distance education, as this kind of questionnaire permits more informative statistical procedures. It involved 10 items assessed in 5 points ranging from 'completely agree' to 'completely disagree'. In the questionnaire 5 points referred to 'completely agree', 4- 'agree', 3- 'neutral', 2- 'disagree', while 1 point corresponded to 'completely disagree'. The questionnaire was conducted in English.

Participants

The target population was 110 secondary students from public and private schools in Tbilisi, Georgia. They are the participants of one of the projects organized by English Book Education. The age of participants was 14-17, so the questionnaire and the consent form were sent to their parents via email by the project coordinator. They were informed about the aim of the survey and the fact that the responses would be anonymous and confidential. 70 students were eager to participate in the research. They filled out an online version of the questionnaire designed in Google Forms.

Procedure

To standardize the questionnaire, it was given to 10 participants with the similar to the target population age and qualification. As the target population was secondary students from public and private schools in Tbilisi, Georgia, 10 of them were asked to fill out the form twice with a 15- minute interval. The age of participants was 14-17, so the questionnaire and the consent form was sent to their parents. They were informed about the aim of the survey and the fact that the responses would be anonymous and confidential. The participants filled out the printed version. A coding system was also used for measuring the correlation of the questionnaire in order to keep the results anonymous.

To measure the correlation between the two results, Chronbach Alpha was applied. Table 1 represents the results.

Table 1: Correlation

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	0.967
	Sig. (2-tailed)		0.001
	N	10	10
VAR00002	Pearson Correlation	0.967	1
	Sig. (2-tailed)	0.001	
	N	10	10

According to the results, correlation equals to 0.967, which means that the correlation is high (more than 0.8) and the significance is $p=0.001<0.01$. It means that there is a strong correlation between the two results, the result is statistically significant and the questionnaire is reliable.

Results and Analysis

The collected data was statistically analyzed with the help of SPSS program. Table 2 below shows the obtained descriptive statistics for 10 items of the Likert scale questionnaire.

Table 2: Results

Item / Statistics		Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
1	Course material was adapted for online learning.	3.40	3	3	1.16	-0.324	-0.554
2	Visuals were incorporated in the lesson.	3.61	3.5	4	0.97	-0.136	-0.914
3	All the components of online technologies were fully used according to lesson aims.	3.28	3	3	1.06	-0.324	-0.324
4	Teacher used effective and engaging presentations for each lesson.	3.44	3	3	1.03	-0.333	-0.200
5	Students were encouraged to be equally involved in lessons.	3.43	3	3	1.16	-0.278	-0.713
6	Team work was actively used with the help of breakout rooms.	3.24	3	3	1.22	-0.090	-0.852
7	Teacher provided feedback after each task.	3.40	3	3	1.15	-0.251	-0.672
8	Virtual communication with a teacher did not distract me from the lesson.	2.89	3	3	1.14	0.230	-0.656
9	Assessment criteria was clear and transparent.	3.34	3	3	1.10	-0.123	-0.443
10	Overall, I am satisfied with online learning.	2.81	3	3	1.03	0.303	-0.161

The table shows that mean is more than 3.61 only for item 2 stating that visuals were incorporated in the lesson. It can be said that this item was positively assessed by the respondents. In case of item 1, 4, 5 and 7, as mean is close to 3.5, the results are close to positive. The respondents negatively assessed the other items, especially the ones connected with using online technologies and virtual communication. The mean for item 8 stating that virtual communication with a teacher did not distract students from the lesson is one of the lowest (2.89). Item 10, which is about their overall satisfaction with online learning, is also negatively assessed by the respondents. The mean in this case equals to 2.81. For all the items, the median and mode are either close to mean or coincide with each other, which reveals that there is a normal distribution, so the results represent the real situation.

As for the standard deviation in a 5-point Likert scale, if it equals or is above 1, the respondents' answers differ a lot. According to Table 2, the standard deviation is more than 1 for all the items except item 2. Based on the results, it can be concluded that the answers for these items are heterogeneous, which can be caused by the fact that students from private and public schools may have different experiences with online learning. However, for item 2 stating that visuals were incorporated in the lesson, the standard deviation equals 0.97 which means that the respondents' answers are homogeneous, they do not differ a lot.

In terms of Skewness and Kurtosis, the results are between -3 and 3, so the difference of opinions is not dramatic. However, for all the items except item 8 (Skewness= 0.230; Kurtosis=-0.656) and item 10 (Skewness= 0.303; Kurtosis=-0.161), both results are negative, which means that the results are more often lower than the mean.

On the whole, the results are reasonably reliable.

Discussion

The findings of the study show that some of the aspects discussed in the literature review are problematic in the English language teaching / learning process from the perspective of the Georgian secondary students participating in the research.

Dietrich et al. (2020) consider designing materials for distance education as one of the essential factors. According to the research results, the students' attitudes towards using adapting course materials is close to positive (Mean=3.40, Mode=3, Median=3). There were similar results related to using engaging presentations by a teacher (Mean=3.44, Mode=3, Median=3).

Another key factor of distance education, according to El Refae, Kaba and Eletter (2021) as well as Yang and Cornelious (2004), is using technologies and tools. The results showed that all the items connected to using technologies in the teaching / learning process are negatively assessed.

As students' satisfaction determines the success of online courses (Alqurashi, 2019; Kumar, 2021), it is notable that the respondents' answers are negative (Mean=2.81, Mode and Median=3). Moreover, they stated that virtual communication with teachers distracted them from the lesson. The result is in line with Dietrich et al. (2020), who named communication between students and institutions among the main drawbacks of distance education.

Finally, the results show that the answers are mostly heterogeneous. It indicates the fact that the respondents may have different experiences in distance education as public and private schools do not have equal resources.

Research Limitations

Although the obtained results are reasonably reliable, they cannot be generalized due to the following facts:

- The number of respondents was limited. Only 70 secondary students from public and private schools in Tbilisi were engaged in the research;
- Schools in regions may have different experiences about distance education.

Conclusion and Recommendations

As the researchers mentioned in the literature review emphasized the importance of students' satisfaction as an indicator of the success of online courses, this quantitative research measured Georgian secondary students' satisfaction with the English language teaching / learning during distance education. 70 students of private and public schools in Tbilisi participated in the research.

- Analysis of the findings illuminated negative attitudes towards online education (Mean=2.81, Mode and Median=3);
- The respondents indicated that virtual communication with a teacher distracted them from the lessons (Mean=2.89, Mode and Median=3). They also negatively assessed incorporating all the components of online technologies according to lesson aims (Mean=3.28, Mode and Median=3), using team work with the help of breakout rooms (Mean=3.24, Mode and Median=3) as well as assessment criteria (Mean=3.34, Mode and Median=3);
- On the other hand, incorporating visuals in the lessons was positively assessed (Mean=3.61, Mode=3.5 and Median=4); As for the attitudes towards adapting materials, using presentations and encouraging students to be equally involved in the lessons, they are close to positive.

Taking the above-mentioned results into consideration, the following recommendations can be given to teachers to make the English language teaching / learning during distance education engaging:

- Course material should be adapted for online lessons incorporating visuals;
- All the possible components of the technologies should be used according to the lesson aims in order to engage students and make interactive lessons;
- Teachers should prepare and use presentations;
- Students should be encouraged to be involved and actively participate in the lessons not to be distracted from the virtual environment;
- Team work should be actively used;
- Assessment criteria for online lessons should be clear and transparent.

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Appendix N1
Georgian Secondary Students' Satisfaction with the English Language Teaching / Learning during Distance Learning

Dear Participant,

Thank you for choosing to be part of the research. Your responses will be anonymous and confidential. The given questionnaire is created for a survey about secondary students' satisfaction with the English language teaching / learning during distance learning.

Below is a list of statements regarding to your satisfaction with distance learning. Please assess the statements in a 5-point Likert scale: 5- completely agree, 4- agree, 3- neutral, 2- disagree, 1- completely disagree.

Please assess them attentively and responsibly.

#	Items	5 Completely agree	4 Agree	3 Neutral	2 Disagree	1 Completely Disagree
1	Course material was adapted for online learning.					
2	Visuals were incorporated in the lesson.					
3	All the components of online technologies were fully used according to lesson aims.					
4	Teacher used effective and engaging presentations for each lesson.					
5	Students were encouraged to be equally involved in lessons.					
6	Team work was actively used with the help of breakout rooms.					
7	Teacher provided feedback after each task.					
8	Virtual communication with a teacher did not distract me from the lesson.					
9	Assessment criteria was clear and transparent.					
10	Overall, I am satisfied with online learning.					

Budgeting and Financial Management in Higher Education – Examining Financial Dimensions in University Management

Tinatin Gabrichidze

Abstract

Higher education institutions today are operating in the dynamic and changing market environment, facing shrinking public funds and pressures for accountability, efficiency, and effectiveness. Alongside providing high-quality teaching and research, universities are expected to act entrepreneurially, generate third-stream income, and invest in innovation and services. With the conflicting goals and scarce resources, higher education institutions need to plan and implement their budget effectively, prioritize and ensure the attainment of the mission and strategic goals. Efficient budgeting and sound financial management have become one of the most important tools in academia for the sustainable development of institutions and the means of improving performance. With the rising acknowledgment of the importance of financing and budgeting in higher education, it has captured the interest of many scholars and the research on the topic is growing. The literature and research on the topic in the Georgian context is still scarce. The paper aims to add to the discussions on budgeting models, resource allocation, budget management, and their implication for higher education institutions. The analysis of the financial management practices and existing challenges in Georgia is provided based on the secondary data analysis, namely, authorization reports of Georgian higher education institutions.

Key words: Budgeting in Higher Education Institutions; Financial Management in Higher Education; Resource Allocation in Higher Education.

1. Introduction

In the “International Encyclopedia of Higher Education Systems and Institutions”, McClellan (2020) defines financial management in higher education as “The process of developing, monitoring, revising and evaluating budgeting policies and practices, budgets, and budget performance in tertiary/post-secondary education institutions” (p. 492). Financial management of higher education institutions (HEIs) has become one of the most important issues in higher education (HE) management, as the focal point of aligning resources with the objectives (Schloss & Powers, 2017). The increasing acknowledgment of the impact financial management and planning have on the quality and performance of HEIs has led to research and debates in the field (Prowle & Morgan, 2005; Barr & McClellan, 2018).

Existing research on the topic stresses the impact of the sound budgeting on the development of the institution. The budget of any institution is a guiding map toward the strategic goals’ achievement and mission fulfillment (McClellan, 2020). Due to the complexity of HEI’s mission and activities, scholars argue that sound financial planning and management in HE are even more important (Schloss & Powers, 2017; McClellan, 2020). The pressures on HEIs toward efficiency, effectiveness and accountability are also increasing the role of budgeting and planning (Estermann & Kupriyanova, 2019).

The importance of financial management for the quality of HEIs is also well acknowledged in Georgia, translated into external quality assurance mechanisms. The Authorization standards for HEIs assess the compliance of Georgian HEIs with standard 7.4, devoted to the budget and financial management of the institution (Authorization Standards for Higher Education Institutions, 2018).

The research on financial management of HE is still scarce, especially in the Georgian context. The paper will provide an overview of the role of financial management and budgeting in HE, as well as describe and analyze different budgeting models. Furthermore, the work will provide an analysis of the Georgian context, discussing the results of the desk research - a study of the authorization reports of Georgian HEIs (the standard component 7.4).

2. Literature review

The literature review of the paper is divided into several parts. The first part is dedicated to the discussions and analysis of the global trends in HE that led to the increased role of financial management in HEIs. The literature review will also provide the overview of different types of budgets and main models of budgeting. The literature review will be concluded with the discussions on the issues of financial management and budgeting in Georgian context.

2.1 Trends in HE that have led to the changing the role of financial management

Different trends in HE have shaped the HE landscape, as well as the HEIs, and have led to the increasing role of financial management in HEIs and interest in the topic. The first is the massification of HE, the term used to describe the increasing demand for HE and accordingly, increased numbers of students in HE (Mendiolla, 2012; Dill et al., 2004; Guri-Rosenblit et al., 2007). As governmental funds were not able to meet the increasing demand pressure on HE funding, changes to the funding models were introduced around the world (Johnstone, 2020; Jongbloed, 2010; Toutkoushian & Paulsen, 2016), seeking the most efficient and effective ways to distribute funds within HEIs. Together with the shrinking public resources, pressures on HEIs to manage the allocated funds efficiently and effectively increased. The abovementioned, combined with the increasing per-student costs (Gayardon, 2020), increasing demands from students and families, and increasing global competition (Edwards, 2004; Nixon, 2020), have led the HEIs to rethink the impact that financial planning and resource allocation has on HEIs. The next part of the literature review will focus on the aims and types of the budgets, as well as the decision-making in budgeting.

2.2 Aims and Types of Budgets, decision-making in budgeting

A budgeting system is an essential management tool, that helps manage HEIs more effectively, by delegating some responsibilities of financial decisions to lower levels of management: from the center to the faculties, from the faculties to certain departments, or even to the certain curriculum area. The delegation of responsibility improves the decision-making speed and can lead to better decisions. Alongside being a mechanism for allocating resources to different departments, budgeting systems are ways of expressing plans of HEIs in financial terms, and the tool for financial control – exerting managerial control over spending (Prowle & Morgan, 2005). “The budget systems of HEIs should reflect the framework of responsibility and accountability in the organization” (Prowle & Morgan, 2005, p. 104) – who are the budget holders, what activities are they responsible for, what items of expenditures and income are included in their budgets, what powers are they granted for budget management. The budgeting system answers these questions and even though answers differ among institutions, the budget holders are mostly defined in two broad categories: academic unit budget holders and support unit budget holders.

As for expressing the budget, there are two typical ways of organizing and expressing a budget: functional and natural (Goldstein 2005). A functional budget organizes items by purpose, for instance – teaching, research, student services, etc., and is useful for broad, institutional analysis. Budgets in the natural form are categorized by broad types such as wages, supplies, professional development, and travel (Barr and McClellan 2018). The next important issue is the decision-making regarding budgeting, which can be either centralized or decentralized. In the centralized decision-making, there is control at the institutional level. Tight controls help assure tight linkages with institutional priorities. During the decentralized decision-making (bottom-up approach), control of budget decisions lays at the unit level. It takes advantage of the involvement of those with the most direct knowledge about the program or project (McClellan, 2020). The budgets also differ by their types. When discussing budgets, the majority of people are referring to the operating budget, however, there are four main types of budgets, namely:

- Operating budget - Includes income from all sources and all the expenditures for the budget year, incorporates unrestricted and restricted income and reserve funds;
- Capital budget – intended for large capital improvement projects; created for the specific project and for the life-span of the project. Includes all sources of revenue and expenditure types associated with the capital project;
- Auxiliary budget – reflects revenues and expenses for the auxiliary units, which can be either fully, or partially financially self-supporting;
- Special funds budget - tracks revenue and expenses for specific programs or services for either a specified budget period or the life of that service or project.

We now turn to discuss the main models of budgeting in HEIs.

2.3 Models of budgeting and main principles of the budget process in HEIs

There are different models of budgeting, and the most common models used at HEIs are presented in the table below. The table presents models of budgeting, summarizes their main characteristics, strengths and challenges associated with the model, based on McClellan (2020).

Table 1. Models of budgeting in HEIs

Model	Characteristics	Strengths	Challenges associated
All-funds budgeting	Brings together all sources of revenue and expenses	Holistic and goals-oriented Helpful during financial scarcity	Less helpful for HEIs with less complex budgets Requires a robust accounting system
Formula budgeting	Specific criteria for the resource allocation (base funding + indicators) More common in government funding	Transparent and efficient	Tends to reward larger and more selective institutions Can be vulnerable to political manipulation
Performance-based budgeting	Focuses on the institutional goals	Designed to foster achievement of specific performance goals	Mixed evidence regarding the efficacy in fostering goal attainment May encourage unintended consequences
Initiative-based budgeting	All units return a specified portion of their base budget to central control, which is pooled and becomes a source for funding	Encourages efficiency Encourages a focus on institutional priorities and support of new institutional initiatives Provides evidence on responsible and creative stewardship of resources	Can disadvantage some units, particularly already minimally resourced units
Responsibility-center budgeting	Situates responsibility for budget performance at the local level Each unit is either a cost, or revenue center	Increased performance Greater response to quick changes in challenges and opportunities through encouraging entrepreneurship and innovation	A sense of "haves" and "have not" among units May lead units to stray from institutional priorities in the pursuit of entrepreneurial opportunities May promote academic capitalism
Zero-based budgeting	No assumption of a base budget Each unit must justify its full budget every cycle	Can help linkages between resource allocation and institutional priorities Tightly links funding to performance	Time-consuming Can lead to an anxiety regarding whether or not programs, services, or staff positions will continue Rarely employed in its purest form

Developed by the researcher.

The paper will not discuss each budgeting model in details, but as it is evident from the table, the different models have their strengths and drawbacks, and it should also be noted that HEIs usually do not use one model purely and usually use a hybrid models for budgeting (Barr & McClellan, 2018).

Nevertheless of the budgeting model used in HEI, there are two principles that the author believes should be highlighted. The first principle is to align the budget to the strategic goals and objectives of the institution. Close ties between the institutional strategy and the budget is one of the keys to the institution's development (Prowle & Morgan, 2005).

The second principle is the so-called "money follows mission" principle, which implies that budget should be closely aligned to the mission of the institution. However, for the principle to be followed, HEIs should have a clear and well-vetted mission statement and if taken to the extreme, no activity or program not leading to the execution of the mission should be funded. However, in reality, HEIs can choose other approaches, like developing "cash-cows"- programs and/or activities that are income generating, different from the mission and after generating income, stream the income to the other programs and/or institutional priorities. Institutions may also decide to invest in activities or programs distinct from the mission, but enabling it. "Flutie effect" is used to describe the effect that the good sporting team has on the admissions of the university. However, even if the institution chooses the path of investing in different activities and programs, and stream the generated revenue to the programs and activities close to the mission, the money still finds its way to mission (Schloss & Powers, 2017).

The literature on the topic suggests that the close ties between the institutional mission, strategy and budget is essential for the development of the HEI. We now turn to the topic of budgeting and financial management in Georgian HEIs.

2.4 Budgeting and financial management in Georgian HEIs

Georgian higher education landscape is characterized by the high share of competitive private universities, which, on the legislative and regulatory level enjoy more flexibility in procurements, pricing, and overall, budgeting and financial management as compared to the state HEIs. The Georgian HEIs, whether private or state, share the same challenges – overreliance on student fees and low research income (Galt & Taggart, 2020). The role of sound financial management in the quality of the institution is evident from the external quality assurance system of Georgian HE. Authorization standards for HEIs in Georgia have a separate standard component (7.4 – the budget of the HEI) for the budget and financial management. The standards also emphasise the importance of sound financial planning for the strategic development and action plan's development. As the information on HEIs' budgets and financial management, including the financial reports and budgets for the most private HEIs, is scarce in Georgia, the paper presents analysis of the authorization reports, which are publicly available and can serve as the reliable source of information for analysis. The results of the analysis are presented in the following part of the paper.

3. Methodology

The qualitative research methodology was used for the purpose of the study. Secondary qualitative data – namely, reports of the authorization experts on HEIs was analyzed. The qualitative research was chosen as the quantitative data is not available to the extent that is needed for the scope of the research. The research is descriptive in its nature, however, provides main recommendations based on the conclusions.

3.1. methods

Secondary qualitative data analysis was applied to the study. As the scale and scope of the official reports published on the official webpage of the National Center for Educational Quality Enhancement (NCEQE) are much higher than the individual researcher could obtain, the method was thought as appropriate for the research aims. The reports of the NCEQE experts are prepared based on the official documents (including budgets), as well as interviews with the HEIs' representatives, therefore, the reliability of the first-hand data is high.

As for the reliability of the secondary data, the reports of HEIs' authorization are prepared based on the personal evaluations of the experts, there can be a risk of subjectivity. However, as the experts do not have any conflict of interest, are guided by the evaluation criteria of the standard and the reports are generated and published through the governmental body, it raises the reliability of the data.

3.3. participants

The population of the research are all the existing HEIs. Newly-established HEIs are excluded from the population, as the evaluation of standard 7.4 would not cover existing practices. The theological HEIs of the Patriarchate of Georgia are also excluded, due to the specificities of the organizations. The sample covers 43 HEIs and the authorization reports of 43 HEIs, 15 state and 28 private, for standard 7.4 were analysed. All reports available on the official web-page of the NCEQE for the stated years were analysed. Even though the number of private institutions is higher than of the state HEIs, it is the characteristic of Georgian HE market. At the time of writing, there are a total of 54 authorized HEIs (excluding the theological HEIs). Of which, 8 are excluded from the population, as they are newly authorized. The reports on several institutions were also not available, as they did not go through the authorization process due to reorganization. Based on the abovementioned, the sample analyzed is representative (93% of the population).

3.5. Results and analysis

The standards of authorization in Georgia are evaluated on four-level scale: compliance, substantial compliance, partial compliance and non-compliance. From the 43 reports/HEIs analyzed, 16 were evaluated as fully compliant with the requirements of the standard (out of which 2 are state HEIs), 17 HEIs were evaluated as substantially compliant with the standard requirements (out of which 10 are state HEIs) and 10 HEIs were evaluated as partially compliant with the requirements (out of which 3 are state HEIs).

Table 2 – Evaluation of the authorizations standard component 7.4

	Compliance	Substantial Compliance	Partial Compliance	Sum
State HEIs	2	10	3	15
Private HEIs	14	7	7	28
Sum	16	17	10	43

Even though the results are not fully consistent, if we look at the evaluation scale of “compliance”, only 2 state HEIs were evaluated with the full compliance, when 14 private HEIs (50% of the private HEIs analyzed) fall under this evaluation. So, even though in the evaluation of “partial compliance” there are three state and 7 private HEIs, the numbers can still imply that the state HEIs are relatively ineffective in their budgeting and planning.

Based on the narrative/descriptive parts of the reports, the main challenges discussed in the literature review part of the paper are evident in the Georgian HE context. The reports indicate on the great reliance on student fees, low spending on research and internationalization. When there is increasing revenue, it usually comes from the fees from international students and, namely, in the private HEIs. According to the reports on standard 7.4, procurement practices are inflexible in public HEIs. This fact can be explained by the state regulations on procurements. Based on the analysis provided in the reports, it can be noted that budgeting and financial management in Georgian HEIs are less effective. There are challenges with links between the strategic goals and the financial resources, as well as with the prioritization of activities. Last but not least, it should be noted that the reports also note that the financial information – reports, audits reports and budgets are not available publicly.

3.6. Discussion

Based on the results of the secondary data analysis, several challenges regarding financial management in state and private HEIs can be identified. Some of the challenges can be highly correlated with the system-level problems, like funding of HE, the amount of tuition fees, or state regulations. The reports point to the possible ineffectiveness of the internal resource allocation processes and procedures. One can possibly assume that some of the challenges stem from the insufficient funding and low budgets of institutions, as well as the fact that the major source of income is the student fees. With the low budget, it is logical that most of the funds are spent on the ongoing expenses, on the support of the core activities, and there can be no room for planning for development.

The reports do not give much information on whether or not the funds are spent in consistency with the mission, however, the second most important principle, as discussed in the literature review of the paper, namely, the alliance of the strategic goals and funds is problematic for Georgian HEIs. As the state HEIs lack effectiveness in the procurement procedure, it might hinder their competitiveness in relation to the private HEIs. It is also notable that private HEIs are more successful in attracting foreign students, which could have been a good strategy to increase a budget and diversify sources of income for state HEIs, especially with the constraints they have in regards to the tuition fees. Generally, the assumption that private HEIs are more effective in financial management and budgeting can be supported.

4. Conclusion and Recommendations

Even though the research method applied does not provide data for a full-scale analysis, some main conclusions can be drawn and generalized, to serve as the basis for a more elaborate research. The importance of financial management and planning for the quality of higher education institutions is well supported by literature, as well as the external quality assurance standards in the Georgian context. There are some challenges, that might be linked to the higher education system, like the lack of diversified funding sources and the lack of funding from external sources, as it is common for state or private institutions and the roots of the challenge may be linked to different factors. Another challenge, insufficient funds for research and internationalization can also be linked to the funding of HE. However, there are still some challenges that stem from the internal management practices, like the inexistence or lack of links between budget and financial resource allocation, or the inexistent prioritization of activities. With the internal challenges that HEIs are already facing, state HEIs also have to operate within the inflexible procurement regulations and the budget allocated in the state treasury.

The recommendations, based on the data, could be several. On the one hand, the government should aim at easing the pressures on HEIs, regarding regulations on procurement for state HEIs and increasing funding (for state and private institutions). Government policies can also be aimed at further encouraging efficient and effective financial management practices. As for the HEIs, they should be aiming at increasing the effectiveness of their budgeting and financial management policies and practices, by developing their capacity and implementing changes, ensuring strategic development of the institutions through sound financial planning and prioritization of activities. Last but not least, diversifying income sources and generating “third stream income” can be one of the keys to solving financial challenges within Georgian HEIs.

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Anthropocentric ancient Greek culture and formation of beauty cult.

Valeria Lobzhanidze

Abstract

The article discusses ancient Greek culture in connection with one of its significant issues, such as physical beauty cult based on Greeks' idea to ascribe physical beauty to divinity and regard it as the *absolute form*. The article particularly focuses on Greeks' religious thinking, the way they saw and understood deity. We discuss factors and causes why Greek mythology developed Anthropocentric ideas and, therefore, Olympic gods were granted *perfect physical features*. This, as one of the many other factors, explains why European culture is a rational culture; and how natural science of the ancient world evolved. Some episodes of Greek mythology and extracts from Hesiod's Theogony seen in more details bring the issue of the article to its wider coverage.

In the process of exploring the ancient Greek literature and its anthropocentric principles, as well as Greek culture as a whole, there should be mentioned famous Russian philosopher A. Losev's prominent work about twelve main principles of the Classics. These principles will help us to explore the issue of Greek's cult for beauty. The frame of this article will focus only on some of these principles.

The first principle says that Ancient culture should not be understood as new European culture. Here the thinker specifies what new (modern) European culture means. According to him, modern European culture is mainly focused on an individual, a personality, his feelings and existential problems. Whereas, in ancient Greek culture personality was not granted such a colossal significance as it can be observed in the modern contemporary European culture. Thus, A. Losev's first principle is about objectivity of perception of a reality. A. Losev's second principle is based on cosmology understood from material-sensuous point of view. The cosmos is an absolute. Cosmos in Greek's perception is not only the world, the Universe, but also a decoration, order, the integrity, opposing Chaos by its order and beauty. And if all the surrounding nature is beautiful, then devotion to it becomes an unshakable principle of Greek art. As Aristotle wrote in his work, Universe does not move in any direction and the entire space is encompassed by it. According to one of the theses of A. Losev, ancient Greeks perceived that cosmos is tangible, it can be viewed or touched and those are the exact characters that contribute to its divinity. Therefore, ancient Greek gods are *ideas* that are accomplished in the universe by the powers of nature laws. Furthermore, ancient Greeks would attribute the laws of nature to the divine powers.

In the opinion of ancient thinkers, the *idea* was not material, however it allowed the possibility of its manifestation. Therefore, Greeks have created the Pantheon of Olympian Gods. The gods were ascribed all the positives and negatives of the laws of nature and human life, but in an absolute form. Ancient Greeks evaluated the natural world only from the perspective of sense perception, the most beautiful physical form was defined as a human, namely by a beautiful woman. Given that the idea of God is absolute, it must have had perfect and immaculate beauty and the form of a beautiful man was assumed to be the one. This factor contributes to the idea that God should have been substantiated in the form of a man with physical beauty.

It has to be noted, that the scholars researching the antiquity, confirm that the *form* prevailed over the high spiritual-intellectual content of an individual. This factor clearly refers to the reasons of anthropomorphic characteristics of Greek mythology and religion - constituent fundamental fields of the antique culture. Eternal literary creations of Homer: "Iliad", "Odyssey" and "Theogony" of Hesiod reveal ancient Greek ethos about the Gods. Both writers describe the Gods, characters and elements in minute details. In "Theogony" the writer attributes anthropomorphic features even to the elements of nature and cosmos.

The cult of beautiful and flawless face or body is also fundamental for the ancient Greek sculpture. The Greeks worshipped beauty. For this reason, numerous contests and competitions were held throughout the year and one of the main motives, if not primary, of those events was to provide opportunity for audience to receive esthetic pleasure by watching beautiful youth and maids. This is the characteristics how people of antiquity perceived the world. They mostly valued people according to their appearance. In this period of time, people correlated the beauty or ugliness of the soul to the physical features of the person. In some instances, the cult of the beauty of a human body could even have saved a person from death. For example, beautiful hetaera Phryne, the muse of the sculpture Praxiteles was accused of impiety and was sentenced to death. Phryne appeared naked in front of the court. Judges were so mesmerized with her beauty, that they ruled not guilty. From the view point of ancient Greeks, the person of impeccable beauty, cannot possibly be guilty. This episode is considered to give birth to phrase: In beautiful body, lives a beautiful soul.

This pagan perspective of ancient Greeks regarding a human became a matter of interest as well as research as it surprises the modern European culture, which views internal world and *spirituality* of a human being as one of the fundamental accomplishments (Christian philosophy, attitude). While physical matter and body has shifted to a secondary significance. Equally interesting is the fact that, if a person did not possess beauty, or had certain physical flaws, demerits, if not to say a word about handicapping, people would associate it with negative qualities, evil and wickedness.

For ancient Greeks physical beauty could even determine the fate of a person. Any physical weakness (cripple, bad posture, squint-eyes, hump and etc.) was assumed as a black mark on a person's destiny and life. In this period of time Greeks still viewed the world through the sensual spectrum. For them any phenomenon was real only, if it could have been sensed through five senses: sight, hearing, smell, taste and touch. The ancient Greek always needed a sensuous testimony of an object. In this regard, the outlook of a modern person and of Hellenistic period are completely different. As Oswald Spengler points out: "For a Greek the soul is his body" (Spengler, O).

This thesis of a great philosopher once again acknowledges, that Greeks perceived things as actual and existing only if they could be tangible and visible. In other words, their view of Universe was created through physical perception of this reality. Hence, the cult of beauty, by all means, played a vital role in the existence of Hellenistic society. It is a well-known fact, that Greek scholars laid the foundation for those humanistic ideas, based on which European culture have developed through the centuries.

The goal of our article is to review and underline some of the particular viewpoints of Hellenistic society, which may look very interesting and even unusual from modern point of view. Differentiation of people according to their physical features was integral part of mythological-poetic thinking of ancient Greek society, which at the same time, became the foundation of European culture and civilization. Later on, in line with spreading of Christianity, internal world, growth and spiritual depth of a human being has become a benchmark of a culture, however the form, its manifestation remained important, but nonessential. Antique thinking offers free and unique view of humans and gods.

Ancient Greeks introduced the concept of a *form* as such, which remains a subject of interest for scientists and is still popular in modern culture. Form was a measure, a metre. Form defined everything: an object, a phenomenon, a human or a god. Since they considered a human as the most beautiful, perfect and implacable. Therefore, they would certainly grant those features to the Gods. This factor explains the anthropomorphic characteristics of Greek gods. But it should also be noted, that pagan Greeks had merely naïve and childlike impression about beauty.

Archaic people also believed that ugly, unattractive or even handicap person should have been stereotyped and in some cases even withdrawn from the community. Regardless of character a person, if he/she was visually attractive, the Greeks would associate any flaws with evil and vicious. Such an attitudes towards the human beauty have created the cult of beauty in Greece. If we look through the development of other cultures, it becomes obvious that other areas of cultural civilizations, such as Asian or Eastern, were not focused to such an extent on the beauty of the human face or body. The fact that ancient Greeks put an emphasis on human beauty has its explanation. According to many scientists this can be attributed to the natural landscape of Greece. While comparing the Graeco-Roman culture to Eastern cultures, the researchers emphasize on geographical and territorial factors. The terrain, climate, landscape are key factors to influence the way representatives of certain cultures may form the picture of the world (Weltbild).

In the frame of the article geographical features are not our final aim, however, geographical factor cannot be avoided, in correlation with the issue of *absolutization* of physical forms. The standards established in Archaic period were further developed in the works of such great authors as Plato and Aristotle. It was Greece where the standards and criteria of beauty were born and which have later determined European esthetical and ethical norms up to the end of XIX century.

The first theoreticians assumed that beauty consists of three different components: symmetry, proportions and harmony. Pythagoras and his followers, thought that beauty is the order and symmetry. Only a face or a body consisting of such features can be considered as beautiful. However, Aristotle, Plato and Socrates believed that beauty was proportions and harmony. It is true, that representatives of different schools perceived the phenomenon of beauty in different ways, however, they did not argue about one thing that beauty is connected to math, as nothing is more pleasant for the eyes as beholding an *order*. Pythagoreans held that while ugliness is the expression of disorder and a lack of rational proportions, beauty is considered an objective expression of cosmic truth (Lorand, R).

According to Plato, four main virtues of human body are: beauty, health, strength and wealth. Plato distinguishes between the beauty of a soul and body. He assumed that beauty of soul is primary, however, as a true Greek he still admires the beauty. For Homer and Hesiod, a woman is perceived as the highest form of beauty and Venus de Milo is its the best example. The Venus de Milo is an example of a lasting, artistic beauty standard. An ancient Greek statue of the goddess Aphrodite and is one of the most famous works of art in the world. The statue's name comes from Venus, the Roman name for Aphrodite, and Milos, the Greek island where the statue was discovered in 1820 (Lauder). Because Aphrodite is the goddess of love and beauty, the statue serves as a representation of physical perfection as well as a symbol of female beauty. (Winwood,)

As for Plato, he considers a young man to be the highest standard of beauty, which is linked to the preferences maid in favor of the origins of observer and ratio. According to the ancient Greeks male figure conveys those origins. Numerous sculptures and artworks, saved until our time, perfectly demonstrate the trend; they always exhibit perfect proportions of men's bodies, as of athletes, warriors, etc.

As Friedrich Nietzsche said, the eternal standards, which Greek culture has granted to the modern European civilization is brilliant, healthy and beautiful. A. Losev, a Russian philosopher and the researcher of antique period, used to compare Greeks (archaic and classic) to children, who view life in a naïve way and this is why it is so impressive, innocent and pure.

Here we can clearly see correspondence of the ideas of two great scientists. Studying the peculiarities of ancient Greek view of the world, their ideology is a subject of great interest even today. The laws and standards of aesthetics created in ancient Greece remain magical and fascinating to the people of 21st century.

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Deixis concept and its transposition into literary narrative sphere.

The represented article is focused on the issue of transposition of the linguistic concept of Deixis into the domain of literary narrative texts. In the frame of the Systemic Linguistic paradigm, deixis represents three-dimension linguistic concept, though the modern scientific paradigm dynamics arises the demand of the given phenomenon to be interpreted completely anew, that is to find relevant explanation of the notion, its description and functions in the narrative discourse. Consequently, any literary narrative text explored on the intersection of linguistics, literature criticism and culturology explains the way linguistic category of Deixis is transferred into fictional aesthetic sphere, thus studied by semiotic aesthetics. The given level of Deixis study can clearly represent the mechanisms how given linguistic category incorporates all dimensions of the communicative act 'Who? Where? When?' into an integrity. The results of our research can contribute not only to the linguistically centered interdisciplinarity, but also to other segments of humanitarian thinking.

The paper discusses the issues of deixis and its transposition into the semio-aesthetic field. In order to understand the significance of the aim of our research (Deixis of a role /or Personal deixis) as a problem not only from a linguistic, but also from perspective of the whole humanitarian thought, let us point to the following two facts within the modern theoretical understanding of artistic creation: a) First, the notion of a Linguistic subject, the phenomenon fundamental to linguistics, is becoming more and more personalistic, in other words, is essentially related to the idea and notion of a person (*Persona* lat.), as I. Karaulov notes, "Linguistic personality is precisely the profound and integral idea that underlies the study of every aspect of language and simultaneously blurs the boundaries between the disciplines of studying and researching a human individual" (Karaulov 1987); The second fact, which in our opinion is deeply connected to the first, is that in terms of theoretical understanding of artistic creation, today dominant, is its communicative understanding in the frame of the current linguo-cultural paradigm. The communicative paradigm of language, as a phenomenon of its study and research, acquires a dominant status in the field of Literature criticism and, consequently, is "being formed" as a scientific issue. Modern discipline of narratology, which basic principle is the "communicative understanding of the nature of literature" (Karaulov 1987). To say it in other words, communicative understanding of literature should be seen as chain or a network of communication.

While the structure of such chain refers to the person who sends the information (message/communication) i.e. an author of a literary work, a piece of communication (in this case actual literary text), and the recipient (a reader). 2) the communication/or product of communication has a semantic background and is understood as unity and sequence of signs. This process requires encoding of all these signs by the author before he starts to form his message into a literary text (Linguistic Encyclopedic Dictionary 1990).

In the frame of this article we are more focused on the results of the Deictic elements transposition in the literary discourse, though narratology, as a domain of Personal deixis transformation into the Deixis of a Person (personal deixis) also should be discussed at some certain moments essential for our study. As our aim is to explore Personal deixis in the literary text, we need to interpret literature according to communicative linguistics. This humanitarian science understands literature also as a communication, but to be more precise, a communicative phenomenon, while communication is impossible without communicative space. And as a consequence, communication could not be executed avoiding deixis, especially Role (Personal) deixis.

As a result, it is not difficult to realize that Deixis is a core of the communicative act and should be regarded as a structural constant in any communication process, otherwise we could never speak about the both: the addresser-author and the addressee-reader. If we emphasize the role and importance of Deixis as of a structural constant of communication, then it will be necessary to learn what this notion can result in the narratology. The study can show that it can be transposed into a notion of chronotope which is a cognitive concept introduced into humanitarian science by M. Bakhtin. In the scope of today's linguo-cultural paradigm, any literary narrative text should be studied via interdisciplinary approach. Accordingly, we tried to conduct our study through the dimension of three linguistic paradigms: systemic, anthropocentric-communicative and linguo-cultural.

There are two significant spheres in modern narratology where scientists find a number of complicated issues. In order to have effective results in the case study of Personal deixis, we need to go deeply into these two fields.

German anthropologist and linguist W. Schmidt in his works says: "There are two distinct concepts of narrativity that can be identified in the study of literature". In earlier tradition, a text qualified as a narrative if it contained specific communicative characteristics. 'Narration was bound to the presence of a mediating authority, the narrator, and contrasted with the direct presentation of events in the drama. The existence of such a mediator between the author and the narrated world was the defining feature of narrativity in classical narrative theory', (Schmid 1987). The perspective of the narrative always implies its communicative structure, communicative instances, point of view, interrelation between the texts of characters and a narrator. Here we are come again to the notion we study – Personal deixis.

Thus, in this article we are aimed at interpreting Personal deixis from all perspectives of a verbal narrative. As deixis can be considered a central structural moment of language, its interdisciplinary study should be a synthesis of modern linguosemiotics, and semioaesthetics. In the study of the phenomenon of Deixis we bring the appropriate formulation of this conceptual triad based on the present and leading paradigm, we therefore distinguish the role-personal Dixie in this concept as a meta-category.

Taking the concept of Deixis from the field of linguistics and exploring it in narratology will allow us to see the structure of the artistic narrative text and its instances, in first place level of Creator – Recipient and, in the second, internal structural relations of the characters. Russian linguist V. Tiupa notes: "It was only in the 20th century that it became clear that artistic integrity (that is, the literary text as a whole) was always directed toward a more or less distant unknown addressee. That's why it contains the reader's internal view of the recipient, which defines it as a whole unity. " (Tiupa 2001"-466).

„A narrative (fiction text) always contains three aspects of the communicative process: the creative - the subject of the communicative initiative (an author). The referent - the intentional communicative object (the ideal-and-material aspect of utterance), and the recipient aspect - the necessary figure of the addressee, i.e. a person who has capacity to receive information and has a certain level of communicative competence" (Tiupa 2001: 24).

Another essential fact is that the originality of the artistic text emphasized above is understood in a personalistic way, the originality of the work of art not only serves to express the individual personality of the artist, but also appeals to the individuality of the recipient "(ib). This discussion leads to making a generalization: any verbal narrative fiction is impossible to happen without its language substratum, and if to conclude, cannot occur without deixis, especially of Role/ Personal deixis, which in its turn can be fully covered and studied via fiction narrativity in the scope of interdisciplinarity.

According to Karl Buhler, deixis in its substance represents three dimensions of the act of discourse: Who? Where? When? and is regarded to be a core to communication. If deixis is a linguistic interpretation of discourse as a whole, then its transposition into a sphere of Literature should deal with such a cognitive concept or phenomenon of Literature theory and criticism that will fully encompass and provide integral (wholistic) interpretation of an aesthetic, artistic verbal fiction. Such a category, known in literary criticism, is *poetics*.

Whence all the expressive means of literature are compiled in language, poetics can be defined as the science of how linguistic means are used to express artistic purposes. It is necessary to keep in mind the main aims and objectives of poetics, only then the necessity of researching personal Dixie in literary texts becomes explicit and required.

'The aim of poetics is to separate and systematize the elements of the text that are incorporated in the formation of the aesthetic impression created by a narrative text' (Tiupa 2001). If poetics can represent all language elements as a system, then it as well should be added that language elements are actualized in the frame of the narrative as well as other types of discourse on the basis of universal mediating category. As such a category today linguists offer to work with the concept -notion of deixis, and Personal deixis in particular. Narratological problem of creator and narrator is studied with the above mentioned notion, which can be connected with notion of the chronotope. Within the conceptual structure this phenomenon encompasses the narrative aspects such as *narrative time* and *narrative space*. Chronotope is understood not only as interrelation between time and space, where space is subordinate to time. Interdisciplinary approach to study linguistic notions in connection with notions belonging to literature theory, culturology and narratology can show that deixis is notion which has translanguistic features.

But to enable narratological interpretation of role deixis, we should depend not only on narratology in its narrow sense,

but also the whole spectrum of modern humanitarian thinking, namely the range of disciplines such as anthropology, semio-aesthetics (semiotical conception of aesthetic), the study of literature with its traditional and contemporary meaning), and course of linguistics.

Translinguistic status of deixis carries an essential meaning as narratology is a field where deictic and discourse aspects of the narrative are more explicit and manifested, and most cases overlapping each other. Namely at this very moment literary texts, fiction or any other aesthetically-oriented discourse research and studies can have up-to-date findings.

Thus, the notion of chronotope serves to characterize the distinctive ways in which different genres combine the treatment of time and space. It is responsible to interconnect two functions: 1) it integrates in itself literary time and literary space, and 2) accordingly, these two above-mentioned categories are consequently connected to the linguistic notion of deixis. In order to have relevant of deictic-chronotopic analysis of the narrative text, it is necessary to refer to the text linguistics. This field of science can provide our survey with the important notions of *intersubjectivity* and *referential situation*. As we know, the constituent parts of deixis are time and place, which are transferred into literary time and literary space in fiction and narrativity. These notions represent extralinguistic situation. According to communicative linguistics, this situation should be understood in two modes: as referential and communicative. In this article we tried to describe the processes how elements of language behave in communication, in other words, here we deal with intersubjectivity, or a dialogue; in the meantime, some information should also be provided about referential situation and how it should be understood: referential situation represents which is depicted represented in the utterance. 'A segment, fraction of a reality which is duly represented and described in the utterance should be understood as a referential situation. In other words, reference of the utterance.' Lebanidze, G.

To conclude, Personal deixis represented by a discourse subject (addresser or addressee) should be studied in two directions simultaneously; one perspective offers the classical linguistic study of the discourse subject and, the second perspective is related to culturology. As the discourse subject always belongs to the language and culture, the analytical study should provide synthesis of these two subjectivity aspects.

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Reflectivity issue in the utilization of English as an international language

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Abstract

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's students in English language teaching, raising their awareness in this respect. The study participants consisted of Hakkari University ELT MA Program students who have been taking a course titled 'Globalization in ELT' 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 was 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, watch related videos to course content, and fill out the weekly charts accordingly. With these tasks, the researchers thus observed the progress made regarding awareness of reflectivity at all levels: Our analyses of chart contents suggest that most of the participants moved from a relatively basic level to a highly reflective concerning the utilization of English at an international level. This study has significant implications for teachers of English, language learners, material designers, and policymakers.

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

1. Introduction

In a rapidly changing world, the change catches us in almost every sphere, socially, economically, psychologically, and linguistically. English, probably, the most influential language in the international arena, does, by all means, necessitate a pedagogical reformulation by countries where it is spoken as a second or a foreign language. With the overall impact of globalization, nations find themselves in cross-cultural communication, interaction, and conduct of trade, more and more all carried out in English.

2. Literature review

The ever expanding role of English as an international language is well emphasized in studies such as Bakopoulos (1997), Graddol (1997), Crystal (1999), Johnson (2004), Peters (2004), and Schütz (2005). Naturally, the cultural and societal transfer is inevitable and thus, maybe, should find some room in the national curricula of the education systems of such countries' language teaching policies. With this belief in mind, the researchers, in line with Bloom's revised taxonomy, endeavored to observe any discernible progress in the attitude of Turkish graduate speakers and practitioners of English in this matter and thus came up with the following research questions:

On which type(s) of knowledge dimension in Bloom's revised taxonomy do graduate students reflect on the targeted issues in the Globalization in ELT course?

In which category(ies) of cognitive dimension in Bloom's revised taxonomy do graduate students reflect on the targeted issues in Globalization in ELT course?

On which themes do graduate students discuss the concepts existing in the EIL, ELF, and WEs literature?

3. Methodology

This study is mixed-type, drawing its data from both quantitative and qualitative sources. The filled-out charts and percentages of theme occurrences constituted the former, and verbal statements of the participants, the latter.

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3.1. Participants

The study participants consisted of a state university ELT MA Program students taking the Globalization in ELT course in the spring semester of 2022. The participants were selected via convenience sampling; the researchers explained the objectives. Due to its voluntary nature, this study included ten graduate students: four females and six males, whose ages ranged from 22 to 27. Signed consent forms were obtained from all the participants.

At the beginning of the term, the participants were instructed about the procedures to be followed throughout the course, one of which was 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.

3.2. Procedure

The participants were expected to cover scholarly articles and textbook chapters, watch videos related to course content, and fill out the weekly charts accordingly. With these tasks, the researchers thus observed the progress made regarding awareness of reflectivity at all levels.

The data, including views and perceptions of the participants, was analyzed considering Anderson and Krathwohl's (2001) taxonomy, the revised version of Bloom and Krathwohl (1956) taxonomy by aiming to observe at what level the participants were before the delivery of the Globalization in ELT course, and to what level they moved due to the tasks assigned. The data was analyzed through SPSS v22; percentages were determined, and verbatim elicited by the participants supported the themes in question.

3.3. Results and analysis

Analysis of the data in terms of the knowledge dimension of the taxonomy revealed that the participants focused their reflections on three types: factual, procedural, and metacognitive.

A great majority of the participants' reflective notes (65%) focused on the factual knowledge category. Most of the participants looked for answers regarding knowledge of specific details of global issues. The following extract exemplifies that factual knowledge:

P8: In my daily life, I observe the negative effects of globalization.

P10: I understand the link between globalization and language teaching.

The smallest percentage within the knowledge dimension belongs to the metacognitive knowledge (13%), and the following verbatim by the participants demonstrate the fact that they included strategic and self-knowledge:

P9: I have doubts about my stance toward globalization.

P6: I wonder how I should assess my students' competence and performance based on lingua franca core.

The cognitive process dimension embodies six cognitive processes: remember, understand, apply, analyze, evaluate, and create. The participants concentrated their discussion on four cognitive categories: understand, apply, analyze, and evaluate.

The highest percentage belongs to the 'understand' (67%) category, and the following statement is an example of the fact that the participants aimed at clarifying the process for themselves:

P8: I am thinking deeply about how my students realize the status of English.

The 'analyze' category has the second-highest percentage (17%) in which the participants wanted to differentiate, distinguish and attribute. The statement below best illustrates this category:

P5: Our syllabuses at school are limited to covering what we have learned from the articles.

The third most frequent category in the cognitive dimension is 'evaluate' (13%), and the following statement is indicative of the fact that the participants made judgments based on various criteria and standards:

P3: I have to obey MoNE. So, how can I apply what I believe?

‘Apply’ has the most negligible percentage (4%) among the four categories that the participants focused on since the first term was mostly centered on observation. Thus, there were fewer instances of implementation of what the participants learned.

P2: I seek real applications of ELF.

As it is clear from the analysis, most of the statements (71%) were on lower-level thinking categories (understand and apply), while higher-level categories – ‘analyze’ and ‘evaluate’ - constituted only 30% of the data.

4. Conclusion and Recommendations

The current study focused on the types of knowledge and cognitive dimensions within Bloom’s revised taxonomy. The pre-service language teachers’ self-posed questions were analyzed in detail by referring to the targeted two dimensions. The study’s findings displayed that the ‘knowledge’ dimension constituted mainly factual type while the ‘cognitive’ dimension included the ‘understand’ category. The ‘knowledge’ dimension’s findings displayed the non-existence of statements with the conceptual type, while regarding the ‘cognitive’ dimension, ‘remember’ and ‘create’ categories did not seem to exist in the participants’ responses.

Our analyses suggest that most of the participants moved from a relatively basic level to a slightly higher level of reflectivity concerning the utilization of English at an international level, albeit still remaining far below the desired level of attributing the status of English to a global level. For our participants, the language remained within the boundaries of the inner-circle community. This study may have significant implications for teachers of English, language learners, material designers, and policymakers.

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Significance of extracurricular activities in improving English speakingYonca Özkan ^{1*}Erdoğan Bada ^{2**}**Abstract**

Speaking, being one of the two productive skills, is probably the most desired skill language learners aspire to improve. Most language learners complain of having a relatively good command of skills other than speaking and yet find it extremely difficult to hone. Therefore, with this in mind, we embarked on this study by inquiring about the participants' perceptions before 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 the school of foreign languages, Cukurova University, with an 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 school's curriculum. This case study inquired about students' perceptions pre and post of each activity regarding building self-confidence and a general sense of improvement in this skill. Our participants were hesitant and lacked self-confidence and competence in speaking at the beginning of the launch of the speaking club. However, as time passed, the study results illustrated that they became more enthusiastic about joining activities and had significant progress in confidence and competence in expressing themselves in English while conversing with their peers or instructors. The study provides important implications for language schools, administrators, students, and instructors.

Key words: English language learning, speaking skill, learner perceptions**1. Introduction**

Confronted with the question of what language skills they find most difficult to master, most language learners would probably cite two productive skills: speaking and writing. The mastery of these skills is a challenge for the learners themselves and for language teachers, administrators, and parents who would like to see the effort, time, and money put into the process yield fruits. The significance of the former of these skills is highly stressed by scholars such as Lamerton (2001), Lazaraton (2001), Thornbury (2002), Martínez-Flor, Usó-Juan, Alcón Soler (2006), Nowak (2004), Bailey (2006), and Lucas (2009). Since state institutions tend to have relatively stricter curricula to adhere to, changes and modifications by practitioners, i.e., teachers, tend to be less likely. While a balance in terms of emphasis maintained among all language skills may work well for listening and reading, we cannot say the same for speaking and writing. Therefore, the balance should probably be tipped in favor of these skills if we wish to see discernible progress made in these skills.

2. Literature review

Additionally, the administration may introduce extracurricular activities that encourage students to get more involved in these skills. Such a step was taken by the administrator of a State institution, one of the coauthors of this study, by setting up an oral communication club to provide optimal exposure to English besides the in-class language instruction provided by instructors. With this, the administrator aimed to boost learners' confidence in self-expression and encourage the participants to expand their actual knowledge of the world and current affairs by inviting every individual to act following their area of interest. The attainment of these aims significantly depended on the strong will of the runner of such a club, who was one of the institution's instructors. From here, the researchers focused on the general progress of participants toward the aims set up by the institution, hence, seeking answers to the following research questions:

1. What are the participants' initial reactions to the foundation of a speaking club?
2. Can a shift be detected in the participants' reactions toward the speaking club?
3. What are the club-runner's views regarding participants' progress?

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3. Methodology

This qualitative study draws its data from the participants' experiences and an instructor who accommodates up to 15-20 students of English in his speaking club. The views and perceptions of both parties were analyzed thematically, and a general picture was drawn about the club's overall performance based on such views and perceptions.

3.1. Participants

The study participants are students from the School of Foreign Languages at Cukurova University. Overall, 60 students (20 females; 40 males) participated in the study. The participants ranged from 19-21 years of age and received 20 hours of weekly English instruction in their regular classes. In addition to these classes, the participants participated in the club's activities for at least two hours a week.

3.2 .Procedure

As was stated previously, the data for the study is qualitative by nature and reflects the views and perceptions of the participants and the club runner. Before the first gathering with the participants, the researchers inquired about the participants' reactions to launching such an extracurricular set of activities. The inquiry was made in writing and through in-group interviews. Later, following each gathering session, the researchers elicited feedback from the participants and the club-runner in writing and protocols.

The gathered data through written and interview records was thematically categorized, and each theme was supported by verbatim of the participants and the club-runner.

3.3. Results and analysis

Before the club's launch, up to 85% of the participants expressed hesitancy regarding the potential benefit of the club, and a mere 10% were optimistic and expected personal, academic, cultural, and pedagogical benefits from the club. And, 5% held negative views, suggesting that the club would be "a waste of time." The instructor assigned to run the club initially held ambivalent views and was slightly apprehensive that the activities in the club would overwhelm him. The administration had strong beliefs that the club would prove to be rather beneficial for the participants, the club-runner, and all other regular instructors. There should be no wavering in the continuity of activities.

3.4.Discussion

Three months into the introduction of the club, the data inquiring about the participants and the club runner's views and perceptions were gathered and thematically analyzed. Based on the analyses, five main themes emerged: *confidence*, *self-worth*, *fluency*, *vocabulary expansion*, and *world knowledge*. Below, each theme was elaborated on with supporting statements by the participants.

Confidence

Needless to state that most of our failures and misgivings in life can be attributed to a lack of self-confidence. Even on most familiar matters, we find it hard to express views for fear that we would break hearts or sound slightly off-color due to a lack of confidence. A great majority (95%) of our participants expressed a rise in self-confidence concerning peer-to-peer and student-to-instructor communication in English, the ability to handle matters, and being more assertive in subjects they felt competent in. This remarkable finding is not only a testimony to progress in English but also indicative of overall confidence-boosting in other non-pedagogical matters. The club runner's pertinent views support the result. Statements elicited from participants are presented below:

- Since I began joining the activities in the club, I feel more confident.
- I can easily express my views without fear of disruption or intrusion, which builds my confidence.
- There are many things that I know about and am capable of doing, but until now, I felt very hesitant. Thanks to the club's activities, I feel very comfortable doing and saying what I believe in.

Self-worth

No matter what and how others regard them, every individual deserves some dignity, not least for they are a living entity. This or that way, they contribute to the continuation of life on the face of this earth. Once an individual reaches a higher level of self-worth, it should be tormenting to think of climbing down the ladder, albeit a couple of steps. Therefore, we can assume that once we are aware of our worth in the community we live in, our aim takes the form of retching up our standing by raising the bar in matters regarding the service we do to our community. Thus, the more we observe the common good, the more self-worth we feel. A hefty (93%) percentage of the participants stated that the activities they were involved in, in class made them feel more aware of their self-worth, each as an individual with their specific identities and entities. Observations and statements by the club runner confirm this. Verbatim of the participants

- I feel special when the instructor refers to our opinions about some issues.
- We feel very important when talking about world affairs that I've learned about.
- It's a lovely feeling to be listened to.

Fluency

Many language practitioners find it challenging to balance fluency and accuracy in the classroom. Our years of experience have shown that many language learners dread to face correction by their teachers. Continuous intervention in their speech does not only discourage them but also hampers fluency and concentration on message delivery. Now that the club-runner abstains from overt interference in students' flow and touches on most systematic idiosyncrasies in a rather subtle and implicit way, the students feel more at ease in peer-to-peer and peer-to-instructor communication. A good 90% of the participants expressed views in this direction. The club-runner's views confirmed this amiable and comfortable atmosphere in the club. Some of the participants' views are highlighted through the statements below:

- It's a beautiful thing not to be corrected by the instructor.
- I feel as if I'm flying when I speak.
- I'm not afraid at all of making mistakes.

Vocabulary Expansion

The last most notable theme that emerged from our analyses is *vocabulary expansion*. Two main channels that assist us in expanding our vocabulary are visual and auditory. The more we utilize these means, the better we have a rich vocabulary list. Our findings suggest these sources were frequently used before and during the club activities conducted with/by the participants. A significant 87% of the participants stated that the topics they picked for discussion in the club aided them greatly in learning new words about various topics, from politics to economics, from science to arts. The club-runner also observed among participants the use of some technical terms regarding discussion topics in the club. Below are some statements of the participants in this regard:

- It's fantastic to see entirely new words, and I feel very excited to use them when I speak.
- I'm pushing the boundaries; every day I learn a new word, I feel richer.
- My horizon expands when I see a word used in a different meaning.

World Knowledge

Learning of any nature enriches our world, makes us more powerful and more aware of our environment, and prepares us for the pitfalls hidden in the dark corners of life as it may make us happier and more peaceful. As was perceived by the participants and confirmed by the club-runner, this opportunity seems to have contributed significantly to our participants' world knowledge and schema. Of the participants, 85% expressed views in line with world-knowledge enrichment. Below are some statements elicited from the participants:

- Indeed, I am more knowledgeable about political, social, and artistic topics.
 - I didn't use to read much before. But now, the more I learn about things, the more I want to read.
 - Incredibly, I can now talk about many things based on facts.
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4. Conclusion and Recommendations

This qualitative study shows that a step towards the benevolence of an individual may yield positive results, benefitting the individual themselves and the community (in our case, the institution) they belong to. The speaking club, set up in cooperation with the administrator, the club-runner, and students of this foreign language institution, has enabled all involved parties to become aware of one significant discovery: the significance of an individual, whoever they may be. Each harbored a unique entity able to initiate and run a procedure. Trust, faith, and confidence in an individual appeared to empower and thus produce. From a pure receptive orientation, the participants of this study have transformed into a productive one, more *self-confident*, more aware of their *self-worth*, more *fluent* and conversant with the abundance of *new words*, and more *knowledgeable* about the world in which they maintain their existence.

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