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**THE 13th INTERNATIONAL RESEARCH CONFERENCE
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**მეცამეტე საერთაშორისო კვლევითი კონფერენცია
განათლების, ენისა და ლიტერატურის საკითხებზე**

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Welcome to the 13th International research Conference on Education, Language and Literature (IRCEELT 2023)
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Content

The role of multiculturalism in foreign language teaching

Assoc. Prof. Dr. İbrahim Yaşar KAZU

Cemre KURTOĞLU YALÇIN

Abstract

Migration waves based on economic, social, and political reasons, which are becoming increasingly common today, bring people with different cultural structures and life experiences together in a short time. Schools, which are one of the institutions reflecting the structure of societies, have turned into multicultural environments with students from different languages, religions, ethnicities, and social classes with population mobility in the world. Like culture, language has evolved, been learned, and been transmitted over time. Through the language, which gives identity to cultural groups, we convey our feelings and thoughts that we have acquired under the influence of the culture we are in. Language has been thought of as a reflection of a culture. For this reason, foreign language teaching in multicultural educational settings is crucial for students to get to know both their own culture and other cultures. This research aims to describe the role and benefits of multiculturalism in foreign language teaching by reviewing the related literature. It has been known that by permitting diversity in class, providing equitable chances for students, and demanding change and innovation in the teaching and learning process, multiculturalism brings a new perspective to foreign language teaching. Emphasizing the inseparability between culture and language, the related literature has concluded that multiculturalism can be easily integrated into the foreign language teaching process and have a positive effect on students' language learning success, motivation, and attitude toward different cultures.

Key words: multiculturalism, foreign language teaching, culture, language, teaching and learning process

1. Introduction

As the globe has become more globalized, borders have been less certain, access to information has gotten simpler, and people's lives have been impacted in a variety of ways as a result of technological and transportation advancements. The social sphere has undergone the most significant transformation. Intercultural exchanges have grown as a result of the presence of various cultures and the rise in migration owing to political and economic factors, and a multicultural society structure has formed globally (Griva & Chostelidou, 2017).

The concept of culture has a dynamic structure. When it is accepted that this concept is a phenomenon that changes and shapes over time, there are those who advocate the view that a mosaic structure is formed by the combination of different ethnic origins, different beliefs and different values at the globalizing world level, which expresses the multicultural structure. Individuals who were born in different places settled in their lives during the period when they lived the traditions, beliefs and values of that society. The people who keep these beliefs, values and traditions alive in the different societies they go to are the basic elements that ensure the formation of a multicultural structure. There are definitions of the concept of multiculturalism. Kaya Korkmaz (2014) defined multiculturalism as people with different subcultures living together at the same time and in the same country without losing their identity and forming a great culture together. Kongar (2017), on the other hand, expressed multiculturalism as societies based on the fact that the individuals and groups that make up a society live in common borders and a single political unit and come from different origins in terms of language, religion, race, history and geography. Fer (2020) argued that the term multiculturalism is used in terms of the diversity of various cultures living together in the same country, which constitutes the common heritage of the country, the unification of individual freedoms with the constitutional right, and the cultures living in different countries. In this context, multiculturalism can be used in the sense that these cultures understand each other by emphasizing the cultures of people who share a common culture or have different cultures.

Particularly, in the laws of countries receiving intensive migration, it is necessary to include laws supporting the issue of multiculturalism. Countries where people and communities with different cultural characteristics such as nationality, race, ethnicity, and religion live together should pay more attention to this issue. As a matter of fact, Canada, which is one of the countries receiving heavy immigration, has been a pioneer in this regard and was the first country to adopt the multicultural law (Norton & Toohey, 2011). States that adopt multicultural politics offer equal

sharing rights to people and individuals of all backgrounds in their society. States that adopt this principle undoubtedly prioritize multiculturalism while determining their education policies. Those who use this phenomenon in the sense of embracing everyone with an integration and citizenship bond will give priority to the preservation of culture in the objectives and teaching-learning process elements of the curriculum in order to prevent assimilation. Therefore, while focusing on integration, innovation and updating will not be achieved with the phenomenon of excessive localization and education will be compressed into a narrow area. On the other hand, those who use the concept of multiculturalism in the sense of discrimination can discriminate against other cultures. This will also be reflected in the training program.

It is emphasized that multicultural education is a social process, single language, single culture and single religion come to the fore in the process of nationalization, and as the education and welfare level of the society increases, the individual begins to pay attention to and respect other languages, cultures and religions (Coşkun, 2006). In addition to all these, it is known that multicultural education includes not only students belonging to different ethnic groups, social classes and religions, but also those with different genders, superior abilities and intelligence (Herring and White, 1995). Due to the migrations, this mosaic structure, where people who are connected to different genders, languages and religions are together, has also provided a basis for the formation of a multicultural area in education (Cırık, 2008). Today, there are many countries that have adopted multicultural education. These countries include Great Britain, America, Sweden, Canada and Australia (Brych, 2015). When the definitions related to multicultural education are evaluated in a holistic sense, it is seen that the elements of respecting human rights, welcoming cultural differences, equal opportunities in education, organizing educational environments reflecting cultural diversity, analyzing different perspectives and ideas are common stakeholders. The most important task in integrating the perception of multiculturalism into education systems falls to teachers who are aware that they live in a multicultural geography and want to create a multicultural perspective and awareness of different cultures in their students (Başbay, 2014). In this context, teachers are expected to make arrangements in curricula, offer students rich learning environments, eliminate prejudices against different cultures, and instill in students that differences are wealth.

It is possible to integrate the phenomenon of multiculturalism into all disciplinary areas, and it is thought that this integration may be easier in some areas (Banks, 2006; Gay, 2004). In this context, it is thought that the phenomenon of multiculturalism has an effective role in foreign language teaching in terms of its flexible content and communication between people and cultures. In addition, in a draft program to be prepared in order to raise students' awareness about multiculturalism in terms of language and culture being an inseparable whole, choosing foreign language courses as a subject area comes to the fore as an appropriate decision (Cenoz & Gogolin, 2015; Carneiro & Andrade, 2018). In this context, the aim of this study is to reveal the relationship between foreign language teaching and multiculturalism and to explain the role of multiculturalism in foreign language teaching.

2. Methodology

In this study, the literature review method was employed. An approach for uncovering studies, sources, and thoughts on a topic, as well as for exploring the topic from numerous angles, creating a theoretical framework, and organizing the study, is to do a literature review (Karasar, 2011). Data were gathered from national and international sources, archive documents, subject-related web pages, and web pages of various books, magazines, articles, institutions, and organizations. The archive scanning method was used in the study to ascertain the current situation and applications on the subject.

3. Literature Review

3.1. Multiculturalism and foreign language teaching

The political, social and economic reasons experienced in the world caused that borders have been removed between countries and people with differences in religion, language and race have started to live together. This situation has made the phenomenon of multiculturalism very popular in recent years. While Wagner and Geraldine (2013) described multiculturalism as a view that groups of different cultures, languages, religions and ethnicities should exist with equal rights in a society, Carlson and Rabo (2011) described it as a phenomenon that applauds diversity and contributes to the wealth of society and global understanding. Colomba (2014), on the other hand, defined the concept in general as the fact that people with "different" habits, traditions, languages and religions live side by side with each other in the same social space and are willing to maintain their differences and make them accepted in general. Based on the many definitions made on the concept of multiculturalism, multiculturalism can be defined as the idea that the whole of society should have the same rights, freedoms and responsibilities in

minds and laws, regardless of multiple communities and cultural infrastructures that do not have the characteristics of the culture dominant in a single nation, a single nation.

People from different cultures need to learn the language of that society in order to understand each other easily, find common solutions to problems and continue their lives easily in the society they live in. Language, which is thought to be the identity of a society, is the most important tool for people to communicate effectively with each other. Thanks to language, which builds bridges between the past and the future and is a means of agreement between individuals in society, our cultural heritage is transferred from past to present (Kondrateva & Fakhrutdinova, 2016). Language serves a unifying function by enabling people to express themselves as well as to participate in society. People think and convey their thoughts to other people through language, thus providing effective communication. Language and culture are integral parts of a whole. For centuries, people have transferred their culture to future generations through language and ensured cultural continuity. Societies where people from different cultures live together are also multilingual societies. However, people tend to learn the language of the society in order to adapt to the culture they live in.

In societies where social peace, common values and equality are demanded, education has always come to the fore as the most important means of ensuring social reform. Due to the migrations, this mosaic structure, where people who are connected to different genders, languages and religions are together, has also provided a basis for the formation of a multicultural area in education (Cırık, 2008). Without assimilating ethnic groups or subjecting them to a separate education due to their distinctive characteristics, it has become necessary to meet their educational needs with more inclusive understandings and practices. According to Nieto (1998), multicultural education, which advocates equality and democracy in education, is the view that basic education, which includes all students, is anti-racist, aims to provide social justice, is expansionist and has a critical pedagogy, should be given within a certain process (Damgacı & Aydın, 2013). Banks (2013), on the other hand, defined multicultural education as the view that students can benefit from education equally regardless of their characteristics such as gender, class, and race. In this context, multicultural education can be interpreted as a form of education in which everyone is included, the cultural differences of all individuals in the society are included in the educational environment, and an understanding of equal education is adopted.
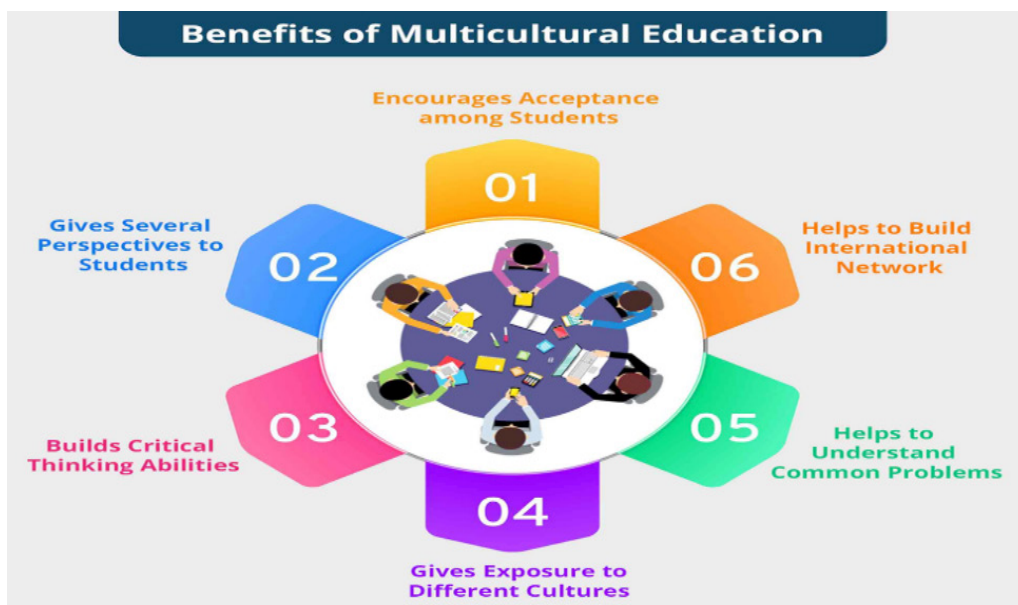
Figure 1. Benefits of Multicultural Education (Somani, 2022).

Somani (2022) clears that multicultural education encourages acceptance among students, gives them perspectives to different cultures, remove their prejudices towards differences. Societies that adopt multicultural education will also reflect this idea in their curriculum. It is possible to associate the phenomenon of multiculturalism with all disciplines. However, since language and culture are two complementary phenomena, the role and effect of multiculturalism in foreign language teaching is great. Foreign language courses help students communicate with people who speak the target culture by providing them with skills such as grammar, reading, writing, listening and speaking. In addition to these skills in foreign language teaching, Pratama and Yuliati (2016) emphasized the importance of raising students with the equipment to

develop awareness about the problems related to the society they live in and to evaluate these problems from different perspectives. Today, it is obvious that it will not be enough to include only information about the target culture in the teaching of English, which is a global language, which is the basic communication language in societies belonging to many different cultures, and which comes to mind first when it comes to foreign language teaching, and it is also necessary to include information about different cultures (Chinh, 2013; Yamada, 2010).

In a language course where culture is not involved, the full learning and teaching of the target language cannot be mentioned. Learning a language in all its aspects means learning the language that the members of the society speaking that language use in their written works, as well as the language they use in their social lives in certain places and situations. It is the social life that creates language. The learner, who knows the culture of the foreign language he/she has learned and is aware of the existence of different lifestyles, means that he/she has taken a step towards becoming a global citizen and multilingual and multicultural life. For this reason, the European Joint Application Text for Languages recommended that the culture, which is an integral part of the language, should be included in the foreign language education and training program as an information to be provided to the learner within the framework of sociocultural knowledge, together with the target language. Again, in this text, it clarified the question of which new culture the learner should learn about the country where the target language is spoken during foreign language learning with the following headings: Daily Life, living conditions, interpersonal relations, values, beliefs and attitudes, body language, social traditions, ceremonial behaviors (CoE, 2002). Kramsch (2010) emphasized that the cultural characteristics of the society where a foreign language is spoken should also be included in language teaching in order to master a foreign language linguistically. This situation emphasizes the effect of the understanding of multiculturalism in foreign language teaching and its active role in terms of providing multicultural perspective to individuals learning foreign languages. Since students are expected to learn a language and communicate with individuals from different cultures, they are expected to learn to live in harmony with different cultures and be sensitive to different cultures during the foreign language learning phase (Avcı, 2015). Thus, it is possible to say that foreign language teaching, which is intertwined with the phenomenon of multiculturalism, is also effective in raising individuals who are sensitive and respectful to different cultures and identities. In other words, when a language begins to be learned, the interaction between language and culture takes place. Language is taught to the learner in the light of social interactions, and as a result, culture is presented in addition to language with its sociological dimension. Including culture in language teaching and promoting multicultural life through education is an attitude that contributes to the shaping of the world of the future to a certain extent. Because learning a foreign language, understanding a new culture, lifestyle and different ways of thinking means taking a step from locality to universality. Addressing cultural elements from a linguistic perspective will enable learners to open up to other cultures and thus become more impartial, more tolerant, more respectful global citizens.

Multilingualism shapes people's behavior. Realizing that different geographies have different behaviors and different ways of expression, one understands that one should no longer act with prejudices. Thanks to this awareness, it becomes more sensitive to the communication characteristics of different people of the world. They can be more curious to know what they don't know. They lose their stiffness and become more tolerant individuals. Multilingual people have richer experiences and a better understanding of others. Because they have much more knowledge and experience about the world. Another gain is that the more languages one speaks, the easier it will be for other languages to be acquired (Kazu & Kuvvetli, 2023). Another feature that foreign languages bring to humans is mental mobility. Multilingual people are constantly destined to learn new means of expression.

In brief, adopting a multicultural understanding in language education helps students to wonder about the world and globalization, to understand how global and local relations are interdependent, to recognize global opportunities and to have the skills to act on these opportunities, to progress, to ensure global stability and peace. In addition to teaching a foreign language, a multicultural language education can enrich the life of the learner and enable them to participate individually and socially in development and change in a rapidly globalizing world by allowing them to engage in different activities.

4. Discussion and Conclusion

People from different cultures are now coexisting in a variety of social, political, and economic events due to the rapid development of technology and the rapid diffusion of knowledge. Multicultural societies are those in which members of several cultures coexist. Culture is a tradition that originated hundreds of years ago and was influenced by the society in which people lived. This idea, which took hundreds of years to originate and organically evolved without the aid of any mold, persisted by being passed down naturally from generation to generation. When

different people migrate, this element, which has always existed and will continue to do so as long as humans exist, forms an interaction, and as a result, cultural interactions have taken place. In the globalizing world where borders are eliminated and cultures are intertwined, the need for communication has increased and knowing one or more foreign languages has become more important day by day (Kazu, Kurtoğlu Yalçın & Yalçın, 2022). Therefore, new methods, approaches or technical searches and studies that can respond to the needs of the age in foreign language teaching have become more vital. On the other hand, the widespread acceptance of the view that the strong relationship between language and culture should not be ruled out in foreign language education programs has placed the cultural dimension in foreign language learning and teaching.

Brief literature analysis shows that integrating the phenomenon of multiculturalism into foreign language teaching has positive effects on increasing students' cultural awareness, breaking down their prejudices, and increasing their respect for differences. In his study, Taşkın (2020) fed the foreign language curriculum of university students with cultural elements and concluded that this situation contributed positively to the development of intercultural sensitivity of students. Similarly, Koç (2019) cleared that multicultural awareness-raising practices had positive effects on students' foreign language speaking skills, whereas Yu and Maele (2018) found similar findings on students' foreign language reading skills. The fact that language and culture cannot be considered separately from each other creates the necessity of mastering the culture to which that language belongs while learning a new language. For this reason, studies show that including the teaching of cultural elements in foreign language teaching and preparing the curriculum with a multicultural education approach contribute positively to both the foreign language success of students and their motivation and interest in learning. As a matter of fact, Zorba (2019) and Yaprak (2018) designed English lessons with activities to increase intercultural awareness, and concluded that this situation increased students' course success, interest and motivation towards the lesson. Similarly, Niu (2015) examined the effects of intercultural sensitivity teaching on foreign language learning motivation and emphasized that there is a significant and positive relationship between intercultural sensitivity and foreign language learning motivation. On the other hand, Wei (2017) designed foreign language courses as multicultural education and emphasized that this design not only increases the self-confidence of students, but also contributes to the education of students by mastering both their own cultures and the cultures of the target language. Researches show that the phenomenon of multiculturalism has a great and important role in foreign language teaching, and at the same time, it positively increases students' success in learning a foreign language, their interest and motivation towards the language, and it is effective in gaining cultural awareness.

Multicultural education is now recognized as being essential in societal structures that comprise various cultural groups, and it is recognized that these practices can be implemented by fusing them with the study of foreign languages. In our age, when borders between nations are gone and human connection has sped due to the rapid growth of technology, it has long been acknowledged that studying a foreign language is crucial. It serves more purposes than just enhancing scholastic accomplishment. It has become crucial to understand the cultural nuances of a language being studied, to appreciate differences, and to demonstrate intercultural sensitivity. Studies indicate that if multiculturalism is incorporated into curricula, pupils can acquire these skills. In this case, educators have an important role to play in revealing the effective role of education in ensuring lasting peace and mutual understanding. It is important for educators to make the necessary arrangements in learning environments for a democratic society in which differences are respected.

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Effects of anxiety on attention and spatial working memory of students (A case of Georgian secondary schools and universities)

Mari makharashvili

Abstract

This study aims to reveal what anxiety is and how it impacts students' attention and spatial working memory. Specifically, this study talks about the effects of anxiety on attention and spatial working memory. The current study encompasses the mixed methods research design. The research data was accumulated through secondary pupils and university students via an online survey and interview. As the researcher predicted, highly anxious individuals showed some deficits in attention. The result has shown that anxiety negatively correlated with memory capacity and in the process of anxiety, students have a negative emotional expression, which manifests itself in various forms, such as memory problems, forgetfulness, limited attention span, feeling uncoordinated, increased heart rate and respiration, muffed hearing, Irritability, outbursts of anger, hyper-vigilance about safety, accident-prone, and severe impairment of losing attention and concentration. As a result, this provokes a dropping in their academic performance.

Keywords: Anxiety, attention, spatial working memory, students' academic performance.

CHAPTER 1.   1. Introduction

Effects of '**Anxiety**' on attention are broadly researched in relation to students' spatial working memory. "Anxiety is a psychological and physical response to treat a self-concept characterized by a subjective, consciously perceived feeling of tension." (Vitasari, Othman, & Awang, 2010, p. 190). Some previous studies showed that there is a significant effect between anxieties to students' academic performance. In the other research, Nazanin Derakshan and Michael Eyssenck (2010) found that there is a mediation effect of students' anxiety on attention and spatial working memory. Abbott Jones (2022), Stated that anxiety has a negative influence and it can interfere with and impact students' memory and academic performance. Anxious students experience of cognitive deficits like blocking of memory and recall. Vitasari et.al (2010).

Problem statement

In this explorative study, the researcher aimed to identify the effects of anxiety and its impact on attention and spatial working memory.

Goal statement

The aim of the research is to explore the distractive factors that cause cognitive deficits, and the reduction of student's attention, and concentration.

Research objectives

- Study and analyze the effects of anxiety on attention and spatial working memory

- Verifying the factors that influence the capacity of working memory

- Identify the challenges the students face with anxiety

Research questions

The following research questions were raised to guide the study:

1. To what extent anxiety impacts attention and spatial working memory?

2. What factors influence the capacity of working memory?

3. What challenges do students with anxiety face?

Novelty of the research

Even though many researchers have worked on this issue and claims of first discovery cannot be presented here, the current research offers novelty based on the case itself. In other words, the effects of anxiety on attention and spatial working memory of students based on the Georgian secondary school and university case have not been explored till now.

Theoretical value

The theoretical value of the research develops a theoretical foundation and serves as a guide to easily identify the anxiety of students

Practical value

This research may present practical value for parents and teachers. The results and analysis of the issue discussed in this paper can help teachers and parents for collecting, analyze, and act upon students' needs and improve strategies for supporting them.

2. Literature review

2.1 According to the literature, many definitions of anxiety exist. As Sena et al., (2007, p. 360) cited Nicaise (Nicaise, 1995) defined anxiety "as an individual's physiological, cognitive, and behavioral responses that stimulate negative feelings about an evaluation. When an individual becomes anxious, the physiological system becomes aroused, such as the heart beating faster or the sweat glands producing more perspiration". Anxiety disorders are one of the common mental disorders. Students with social anxiety disorder fear and avoid the scrutiny of others. They behave or say something that causes embarrassment or humiliation, and as a result, their action provokes distraction of the attention (Stein & Stein, 2008). According to Tyrer and Baldwin anxiety is characterized by feelings of threat, irritability, sleep disturbance, tensions, and symptoms such as palpitations, dry mouth, and sweating. These symptoms are considered part of anxiety syndrome rather than an independent disorder. As Hashempour and Mehrad (2014, p. 116) cited Heimberg et al., (1993) found that "people who experience a high level of anxiety were less successful at encoding information and less effective at processing events, that's because that lots of their energy and attention wasted for managing anxiety, and fewer clues from the environment will be recognized by them". As a result it leads to losing capacity of working memory which impacts on students' learning outcomes. Hashempour and Mehrad (2014, p. 116) also cited that according to Golemen (2004) "Learning as a cognitive activity is dependent on encoding, storing and retrieval procedures. Each of these processes can be disturbed by anxiety because of its negative impact on one's attention and concentration"

2.2 Concept of spatial working memory

Spatial working memory is the ability to keep spatial information active in working memory in a short period of time. With the help of spatial working memory, students are able to visualize something and keep it in mind. Young children, typically have the very small capacity that gradually increases before adolescence. However, external and internal distractions can interfere with working memory (LDatSchool, 2020). Medical doctor Jay W Marks (2021)defines working memory "as a system for temporarily storing and managing the information required to carry out complex cognitive tasks such as learning, reasoning, and comprehension. Working memory is involved in the selection, initiation, and termination of information-processing functions such as encoding, storing, and retrieving data"

2.3 Effects of anxiety on attention and spatial working memory

In Gago and Almeida's (2013) scholarly work it was cited that some authors (Airaksinen, Larsson, & Forsell, 2005) highlighted the fact that anxiety impairs the ability to think and concentrate and it negatively impacts attention. Anxious students complain of being easily distracted and have difficulty concentrating. Jun Moriya (2020) assumed that anxiety is associated with low visual- spatial working memory capacity. Students who are suffering from anxiety and mental disorders find difficulty in concentrating on the given task as when they are nervous they are mostly focused on controlling emotions rather than balancing attention processing. As Alaric, Rippon, and, Gray (2003) cited Eysenck and colleagues argue (Eysenck, 1979, 1982; Eysenck & Calvo, 1992) that effects of anxiety on performance may be mediated by effects on Working Memory. Students who experience a high level of anxiety are less successful at encoding information that's because a lot of energy and attention is wasted for managing anxiety.

3 Research methods and methodologies

The study was conducted among the secondary school pupils and university students. In order to accomplish the aim of the research, the best way was the combination of qualitative and quantitative methods. An online survey was conducted for students. The survey was used to indentify how students perceive anxiety and what problems they face when they suffer from it. Obtained data helped to answer the research question and it also determined the survey's validity and reliability.

3.1 Participants

Based on the specifics of the topic, the participants comprised 22 students at different universities and secondary schools in Tbilisi. Their selection was based on random sampling and the participation was entirely voluntary. Except for quantitative research, the researcher had a deep interview with students.

3.2 Limitations of the study

Sample size can be considered the greatest limitation of the study. In order to gain more accurate results, the survey should have been carried out with a larger sample size.

4.1 Results and analysis

1) 59.1% of survey respondents suffer severe impairment of losing attention and concentration when they are anxious. 18.2% of respondents stated that they have decreased efficiency and effectiveness, while 9.1% have irritability, outbursts of anger, and frequent arguments. The same number 9.1 of respondents feel changing in activity performance.

2) 50% of respondents express the physical effect of anxiety with increased heart rate and respiration. Whereas 22.7% have felt a "lump in the throat". 18% of surveyed respondents have feelings of being uncoordinated. Only 9.1% of students and pupils have muffed hearing, and in this

way express the physical effects of anxiety.

3) The respondents were asked to rate the anxiety level that distracts their memory. 50% of respondents evaluated them with 8; 18.2% evaluated with 7; 13.6% evaluated with 5, 9.1% ranked with 1, and the minority of respondents 4.5 evaluated with 4

As predicted, highly anxious individuals showed some deficits in attention. In the present study, the researcher examined how anxiety impacts attention and spatial working memory. The result show that anxiety negatively correlated with memory capacity.

Conclusions

Studies have shown consistently that when students suffer from high level of anxiety, their working memory capacity suffers. This is said to occur because more cognitive energy is devoted to managing anxiety. Therefore, executive resources experience disruption and cannot focus on elements of the working memory. Researchers found that short-term stress-activated certain molecules that in turn limit processes in the brain's learning and memory region. As a result, given the link between anxiety and stress, both long-term and short-term anxiety can impact mem

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Overview of the Educational system during the pandemic

Ph.D., Associate Prof. Nino Lomsadze, (Georgian Technical University)

Ph.D., Associate Prof. Nino Bochorishvili (Georgian Technical University)

Ph.D., Associate Prof. Irakli Bochorishvili (Georgian Technical University)

Abstract

Distance education has replaced synchronous learning for many students and teachers during the pandemic. However, we are still unsure of the long-term effects of distance learning and whether it provides the same value of education as learning in a classroom face-to-face.

Distance learning is relatively less tested in practice. However, the created circumstances and situation forced us to act quickly, and it became necessary to carry out teaching with this method. Yet the outcomes are still blurred.   This article overviews the important challenges the education system faced during the pandemic and discusses some aspects of covid 19 pandemic period.

 Keywords: Distance education, digital learning, technology;

Not long ago the world's educational system was impacted by the coronavirus. The COVID-19 pandemic has affected people regardless of nationality, level of education, income, or gender. To stop the virus's spread, schools, colleges, and universities were closed, and that caused huge difficulties for everyone without exception. At first, everybody hoped that over few weeks, things would calm down, and eventually, social isolation would be ended. But since that didn't happen, online learning ended up being the only option to 'uphold' the educational system. Moreover, difficulties arose since there was a lack of computers and internet access, infrastructure, and foremost, no one, nor teachers nor students, were ready to conduct a teaching-learning process fully with distance learning. Unexpectedly, the world's educational system was impacted by the coronavirus, and made us implement huge changes, even though we were not ready for them. (Hamdan Bin Mohammed Smart University, 2023)

It was a new educational process arrangement and most of the teachers were new and not ready for distance learning. Most of the senior professors were unfamiliar with the technology of online learning and faced great challenges in implementing online teaching. And if this global pandemic hadn't happened, distance learning wouldn't have been so popular for years.

As for students, they had to take responsibility for their learning, unlike classrooms where teachers provide discipline and learning in a face-to-face environment, distance learning challenged students to ensure their learning process by attending, participating, and managing their time in a different setting. All in all, this has led to significant changes in the way students approach the learning process by making students feel more confident and responsible for their education, and this has paved the way for online learning worldwide, making it the 'standard' for the future (UNICEF for every child, 2022).

Educational institutions around the world responded quickly to the pandemic by going online and were struggling to find proper software to properly educate their students. Suddenly, it became vitally important, to quickly acquire the software and online tools for the teaching-learning process. Experienced and beginner teachers were forced to try different methods to find what worked best for them and their students. All students were learning virtually through video conferencing solutions like Zoom, Webex, and Teams, etc. also there were used Kahoot, QuizGame, other online educational software, and different websites, to enrich online teaching or fulfill the lack of a face-to-face learning environment. Researchers, curriculum designers, educators, and institutions were working together to transform the education system during the shutdown. Institutions needed to design curricula, prepare learning strategies and methods for COVID-19, and transform the education system itself. The consequences are still blurred as we enter the recovery phase of COVID-19; Now we are in the process of values reassessment in the education system, especially the role of the education system itself. The health crisis and lockdown led us to renew our awareness of society's values. During this period, we have worked tirelessly to keep up and adjust our educational environment to the pandemic crisis only to survive. (Schleicher, 2022).

While adapting to the new classroom environment, the face of the home environment also changed. The boundaries between home and work had disappeared, leaving teachers to care for their own children while teaching their students. On the other hand, students were initially excited about the idea of virtual education, but soon they lost interest in learning and were struggling with their learning. Teachers felt unable to assist students because they were struggling as well. This added further stress to already frustrated educators. (Research institutions, Texas A&M, 2020). Unexpectedly, learners appeared to have new educational needs, and providers must have ensured those needs. Moreover, Students moved from physical spaces that offered much-needed social interaction to sitting behind screens for hours.

Mostly the shift to online platforms has been slower, driven primarily by academic institutions that already had digital learning platforms and the means to implement them, but those softwares were not meant to fully substitute the existing face-to-face learning environment (OECD, 2021).

The effectiveness of online learning is still debated. Experts are still looking into how students retain information and how distance learning has affected children's/students' development and social skills. It should be encountered that, online learning itself depends on or it is better to say couldn't be performed without students' constant access to the Internet and computers, teachers' properly managing courses online, and also the platform that delivers personalized learning to fit each student's needs (Alphabetical Order of Lebanon, 2021).

The SWOT analyses were conducted, and some assumptions were made, that there are some strengths, such as online teaching /learning

flexibility, beneficial use of visual aids (images, videos, teaching/assessment means, etc.,), quick access to information, and also financial side. (Toader, T., Safta, M., Titiris, C., Firtescu, B. 2021).

On the other hand there were some flaws, such as the amount of time spent in front of the computer desk, time spent on preparation for teaching activities, communication gaps between teacher-students because of equipment, internet signal, and so on. Nevertheless, the situation we were in gave us opportunities to reassess and reflect on our pedagogical skills, adapting to the new realities of online education. (Toader, T., Safta, M., Titiris, C., Firtescu, B. 2021).

These 'newly' aroused challenges had been solved with the emergence of online tutoring platforms and digital learning apps that complement the learning process. Despite increased levels of withdrawal due to loss of social interaction, students learned new skills such as time management and responsibility (Alphabetical Order of Lebanon, 2021).

Many changes are to be expected as life returns to 'normal' after the pandemic. The experts in Future of Learning Report 2022 identified several educational opportunities such as a new model for tertiary education – a sort of "Uber university" where people can have a learning experience wherever they want, a new approach to assessment and testing; application of new digital technologies such as artificial intelligence (AI), machine learning (ML), augmented reality (AR), virtual reality (VR) and learning analytics and so on. (FutureLearn, 2022)   To sum up, while traditional forms of education remain effective, it is clear that attitudes and approaches to learning, in general, are changing, especially when it comes to lifelong learning.   (Fran. 2022); (Future Learn, 2022).

As we can see, the education system has been significantly transformed, streamlined, and digitized during the COVID-19 pandemic to provide quality, engaging, and efficient educational services to students around the world. These changes show that online education has become a reality and does not necessarily require face-to-face classes and paperwork. This 'experience' gave us a precise idea of what learning systems we can expect in the post-pandemic era. (Tadesse, S. and Muluye, W. 2020). We were not just switching classrooms to online teaching. The covid-19 tested basic ideas about education, testing, attendance, funding, the role of technology, and the human relationships that bind the education sector together. With the changes brought about by the COVID-19 pandemic online learning has proven to be more or less suitable for administering standardized tests and lends itself to an educational system for instruction, grading, evaluation, and academic reporting that is based on students demonstrating that they have acquired the skills and knowledge they are expected to learn through their education. (The World Bank IBRD IDA, 2021)

On the other hand, the uncomfortable position that the COVID-19 pandemic put us has imposed the education sector from a different point of view. Teachers recognized the importance of using technology in the classroom to teach more effectively and connect with students. They made better use of online educational resources such as videos, podcasts, blogs, and social media platforms such as Twitter and Facebook. This has made them more aware of new developments in their field. Society realized the importance of private and public education institutions when they closed as they provide students with intellectual enrichment and stimulation. The virtual environment that the coronavirus pandemic has brought about to the education sector is indeed a change.

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The Role of Teachers to Improve Children's Social and Emotional Competence (A Case of Georgian Secondary Schools)

Eliza Kintsurashvili (International Black Sea University)

Abstract

The purpose of this study is to explore the importance of social and emotional competence in children's lives. The primary goal of this research is to examine teachers' roles in helping students improve their social interaction skills. Furthermore, the study identifies various aspects of teachers' and students' relationships and emphasizes the significant issue of students' socialization and the use of communicative skills during the learning process. It demonstrates that suitable approaches can change children's attitudes toward life, particularly learning, and provide them with limitless opportunities in the future. Another key goal is to identify and discuss the importance of teacher professional development and to demonstrate to society how important it is to help children develop and improve communication skills from an early age to avoid many problems in adolescence and adulthood, such as suicide, alienation, and confinement. This article describes in detail how suitable approaches on the part of the teacher can change a child's life, as well as how much the student's future depends on the teacher's education and competence.

Keywords: Early childhood, Emotional development, Social communication

Introduction

Childhood is an important period in a person's life. Communication, as we know, is the ability and desire to establish social relations, exchange information, and express emotions, attitudes, and thoughts in verbal and non-verbal ways. It also implies politeness, ethics, and tact. Humanity plays a crucial role in communication. The period of development from birth to age six is particularly rapid and exceptional. The brain's rapid and vigorous development throughout this period serves as the foundation for later human life. Communication, as we know, is the ability and desire to establish social relations, exchange information, and express emotions, attitudes, and thoughts in verbal and non-verbal ways. It also implies politeness - ethics and tact.

Communication is critically dependent on humanity. All teambuilding exercises foster communication among other abilities. He gets a sense of naturalness, security, fulfillment, and enjoyment from this procedure. Kids actively learn through doing. He picks up knowledge by exploring his surroundings, participating actively in the learning process, and consistently attempting new things. That's why a child needs to make mistakes, try different ideas, and test their abilities (Ashiabi, 2000).

They should learn about the world from their own experiences rather than receiving ready-made facts and information. In many cases, when we discuss a child's development, we focus more on their physical, cognitive, and verbal development. A component that may be linked to healthy cognitive function in later life is strong social ties. According to the cognitive reserve idea, strong social ties can stimulate the mind through intricate interactions with people, helping to develop cognitive reserve and preserve normal cognitive function. His socio-emotional development, which the youngster uses to grow, learn social interactions, and sustain well-being, also receive less focus. Therefore, it is equally vital to care for the child's social and emotional development for his or her development to be complex and consistent.

Research problem

Communication issues are widespread in children, and often persist throughout life due to a lack of appropriate ways. Some people believe that the most important value for children in the twenty-first century is a financially stable household. Most parents guarantee their children's general development regardless of financial worries, but they are unable to focus on minor details that may later surface and cause major complications. Many teenagers today struggle with poor communication skills and unrestrained emotions, and the challenges they faced as children still proved to be insurmountable are the source of all these problems. "One of the challenges of determining the effectiveness of these initiatives is having good measures with which to assess progress in the social and emotional domain over the early childhood years" (Halle & Darling-Churchill, 2016, p. 8). Parents have a responsibility to provide their children with a healthy environment and pay attention to their emotional needs. They also have a responsibility to support their children in learning effective communication skills, which form the cornerstone of their personal growth. The fundamental issue is that parents don't care about this scenario when their children are young, think their emotional backgrounds are unimportant, and wait for them to mature before helping them learn communication skills. This is a mistake. If your child is exceedingly bashful and unable to express their emotions. Because children spend so much time at school and require proper conditions, communication skills are critical, and instructors play an important role in assisting children in developing these skills. Many schools continue to use antiquated teaching approaches that emphasize kids' cognitive abilities while ignoring their social and emotional development.

"A teacher can develop a relationship with a child that is positive and supportive of the growth of emotional competence" (Ashiabi, 2000, p. 82). One of the most serious challenges in Georgian schools is teachers' incapacity to recognize that students come from varied backgrounds. Furthermore, many teachers overlook and show little interest in assisting students in developing their emotional intelligence, which often stifles students' hopes to improve their communication abilities.

Research objectives

The primary goal of this study is to identify and discuss the teacher's role in children's growth, as well as to demonstrate to society how vital it is to regard people's feelings in order to make friends and have healthy communication in their future lives. That will be impossible unless one can comprehend and regulate one's own and others' emotions. This study examines the attitudes of teachers and students during the learning process by utilizing adequate information and the lack thereof. The article also intends to share with parents and new teacher's advice based on teachers' experiences that work extremely well in developing a final product, as well as to provide educators with a resource to promote children's growth.

Research questions

Questions related to children's emotional and social development, which are not always easy to answer, but the respondents tried to express their opinion honestly are:

1.   What is the role of the teacher in children's social development?

2.   Which approaches and methods are necessary for children's development?

3.   How a teacher should support children to improve communication skills?

Chapter 1. Literature review on recognizing the role of teachers to improve children's social interaction skills

0.1. The importance of children's social development.

Humans gradually acquire social skills in tandem with the growth of their cognitive abilities. The socio-emotional environment shapes how a child develops their personality and social interactions. "Social-emotional competence in childhood is multivariate, composed of skills and knowledge that are integrated across the emotional, cognitive, and behavioral domains of development" (Domitrovich, Cortes, & Greenberg, 2007, p. 67). Social development determines the child's aptitude to establish relationships with the environment and people around him.

Children's capacities to engage and communicate with a variety of people, as well as their ability to handle and control such interactions, rapidly grow from birth. "As a person develops into adulthood, these same social skills are essential for the formation of lasting friendships and intimate relationships, effective parenting, the ability to hold a job and work well with others, and for becoming a contributing member of a community" (Center on the Developing Child at Harvard University, 2004, p. 1). Many children cannot realize their full potential because of adverse conditions in their environment. The rapid development of the child's brain contributes to the growth of the child's cognitive abilities and the development of fine and dexterous motor skills in a way that was not possible in infancy. Gaining empathy and a sense of right and wrong help one manages both happy and negative emotions. Ashiabi (2000) argues, "children must understand the emotions of their play partners because it enables them to perceive the communicative function of the emotions they or another person is feeling. The understanding of emotions serves a survival function" (p.80) and advocates that expressing feelings is the facility of social interaction.

For interaction with the outside world, social-emotional abilities are essential. It is thought that a youngster begins to learn and develop these talents right away. Children that possess these abilities will also function better later in life at home, in kindergarten, and at work. The fields in which these abilities are taught for unhindered growth are as follows:

- Balanced temperament

- Ability to control one's emotions

- Empathy

- Social skills

- Affection

Self-expression refers to a person's ability to accurately comprehend themselves and communicate their views, feelings, and selves in suitable ways. Another important tool is a complex and multifaceted communication process established by linkages between individuals or organizations. After first communicating with an adult, a child begins to form relationships with his or her peers. Children catch up on the behaviors of those around them and are more likely to imitate them if they are exposed to positive role models early in life. Teachers make a difference in their students' lives by modeling good behavior.

1.2. Teachers' role to improve young children's social integration skills

The teacher's position as an educator is crucial in the development of children. Children are unique, and they require tailored approaches. They face numerous challenges while studying and socializing with others, and each of these challenges has a purpose. Hearing, vocalization, language, speech, and language difficulties are all examples of communication disorders. However, a lack of empathy for children may also contribute to communication barriers. It is most important as Domitrovich et al., (2007) mentioned that teachers create a suitable environment for children to develop their communication and to be able to manage emotions related to it because behavior control is the most important thing. All this forms children's self-esteem skills. A positive environment supports the child's social and emotional development. The curriculum allows teachers to create a suitable atmosphere for children in the learning process. "Growing children's social and emotional competence has the potential to help parents, teachers, and educators to navigate the challenges" (Philips, Philipson, & Tyler-Merrick, 2022). The most significant problem is dealing with children's emotions, which are mental states caused by neurophysiological changes that are related with varied ideas, sensations, behavioral responses, and a level of pleasure or displeasure. A child, being a social being, exhibits an early urge to communicate with others. He or she studies the senior, who is concerned, listens, attempts to touch, and smiles. When he/she sees a close individual, he/she expresses excitement and sadness. Children at preschool age already have a range of relationships with one another. They make friends fight, make up, get hurt, jealous, and also help each other. Children experience these relationships very strongly and have different feelings. "In particular, caregivers, responsive, sensitive, and well-coordinated interactions with their young infants have been linked to the infants' improved emotional regulation" (Kochanska, 2001, p. 474). The experiences gained at this age have a significant impact on the child's later relationships and attitudes toward the world. Therefore, the development of this area is assigned a critical role in terms of the child's formation.

Teachers must be extremely familiar with early childhood difficulties. The brain is continually subjected to continuous sensory stimuli that are noisy and confusing in their meaning, such as dynamically shifting wavelengths of light, air pressure, chemical concentrations, and so on. Infants' learning environments are rich with highly changeable, multimodal stimuli when it comes to emotions. Sensations from one's own body, representations of one's motor actions, the sound of one's voice, as well as the movements of others, and vocal acoustics are all relevant to their learning changes with time. All teachers must recognize that each child is unique. Some people are extroverts, extremely strong communicators, and have the ability to voice their opinion in front of a large audience, but there are others who do not like connecting with others, are shy, and prefer to keep in the shade. Students struggle and require assistance from family, teachers, and society. According to Cummings (1994) children with lower emotional and social competencies are more frequently found in families where parents express more hostile parenting, engage in more conflict, and give more attention to children's negative than positive behaviors, and Brestan (2010) argues that Children whose parents are emotionally positive and attend to prosocial behaviors are more likely to be able to self-regulate and respond in nonaggressive ways to conflict situations. Indeed, parent training programs have been the single most successful treatment approach to date for reducing externalizing behavior problems (oppositional defiant disorder (ODD) and conduct disorder (CD) in young children. For all young people of any socio-economic background, care and education should go hand-in-hand. All children need cognitive and motor stimulation, rich language environments, and social-emotional support. Providing children with security and love improves their social and intellectual competence and gives them the confidence to enjoy and take advantage of learning opportunities. When children don't receive healthy, nurturing impulses in early development, they adapt to those they do receive, with negative consequences for their futures. According to the Center for Developing Children at Harvard University (2004), parental, familial, or societal violence may make children's psychiatric conditions worse. As a result, the teacher has a responsibility to pay close attention to the student's emotional declarations and their communication abilities.

Teachers frequently serve as role models for their students, and they should provide them with useful guidance.

- Encourage children to try new games and activities;

- Familiarize them with the outside world;

- Allow them to explore;

- Emphasize developing early relationships;

- Establish trusting relationships; and

- Foster empathy through storytelling, social interactions, and other activities.

- Establish routines to foster organizational skills and behavior prediction Phillips and others (2022).

All children require love and attention. The ability to have a healthy interaction with the environment must also be developed, and it's important to offer a good example of how to regulate emotions. According to the research of Bassok et al. (2016), which was mentioned by Infurna, "high-quality early life experiences positively enhance children's school preparedness as they move to kindergarten" (2020).

Social skills are the capacity of a child to interact and play with others, pay attention to adults and teachers, and move logically from one activity to another. "In preschool education classrooms, it is crucial to create a stable and emotionally calm learning environment that encourages the expression of feelings and emotions and the growth of constructive social-emotional skills and interpersonal interactions" (Ferreira & Batalha, 2021, p. 53). The authors also contend that most preschool teachers routinely lament their lack of proper preparation for effectively assisting kids in developing social-emotional abilities. According to Ferreira and Batalha (2021), the teacher is "an engine" who propels educational institutions and upholds society's core values. The measure of teacher effectiveness, according to Infurna (2020), is usually recognized as an

operative quantity of superiority in the early childhood education backdrop., however, White and Walker (2018) contend that teachers are capable of creating activities for social and emotional development that are supported by research. To prepare teachers professionally, it is crucial to offer them contemporary training. Evidence-based social-emotional learning activities can be successfully created by teachers (Phillips, Phillipson, & Merrick, 2022). When a person is a young child, they are at their most vulnerable. An occurrence that teachers may dismiss as inconsequential may have far-reaching effects in the child's perspective that will affect the rest of the child's life.

Chapter 2. Methodology and methods

2.1. Research methodology

I used a combination of mixed-methods, quantitative, and qualitative research to achieve a specific goal for this research project. Quantitative research is the systematic investigation of fascinating issues using quantifiable data. Qualitative research is beneficial for gaining evidence on the importance of teachers' roles in assisting students' social and emotional development. Qualitative research is an extremely valuable tool for determining the many reasons of people's actions as well as for exploring explanations for why and how people behave in the ways that they do. It provides detailed information about how people behave. Finding out how teachers affect students' motivation, activity, communication, and development is possible with qualitative study methods. "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 by (Dickson, James, Kippen, & Liamputtong, 2007, p. 329). In this situation, qualitative research is particularly beneficial for observing instructor and student attitudes and identifying practical communication abilities. Additionally, as class involvement is a crucial component of integration, kids must have the opportunity to voice their opinions and participate in the learning process.

2.2. Research methods

I employed two highly successful strategies in my research paper: a literature review and an online survey. The *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, 2006, p. 127). I learned a lot about the significance of the teacher's role in the development of the students from the articles I read. I was able to learn more about the traits and qualities of relationships between teachers and students, which should be exploited in the teaching process if we want to see results, thanks to these articles. First, it should succinctly outline any conclusions or assertions made by earlier studies on the topic.

The next useful resource was online surveys. Through online research, I was able to gain an understanding of teachers' attitudes toward children and parents in the educational process. Furthermore, an online survey is a good method for gathering open-minded comments from participants.

2.3. Research ethics

Confidentiality and anonymity will be guaranteed. The information provided by participants will not be used for any other purpose. The online survey will require informed permission.

2.4. Research limitations

There will also be limitations in my study inquiries, such as respondents who refuse to participate. Furthermore, a range of teachers from various schools must engage in the study to observe the emotional development of diverse children and identify how various aspects, such as different environments, influence students' usage of social skills.

Chapter 3. Findings and discussions

3.1. Participants

17 teachers took part in my study. Of them, 52.9% were female and 47.1% were male. The participants in the study ranged in age and experience, but all of the teachers had at least three years of experience. They expressed their opinion about managing children's emotional skills and improving communication and also voiced various recommendations.

3.2. Procedure

The research process was very interesting and the opinions of the participants comprehensively expressed their attitude and awareness regarding the research issue. The research process lasted about 1 month and the answers of each participant were carefully studied.

3.3. Results and analysis

Both public and private schools utilize the study's participants as teachers. A public school made up 41.2% of the teachers, a private school made up 47.1%, and 11.8% of the teachers didn't say where they worked. As it is their direct responsibility to develop educated students, I

think that each teacher's viewpoint, experience, and attitude toward the research subject are very significant and remarkable. For this reason, I think it will be crucial to consider the research findings when establishing the teacher's position.

The majority of teachers, 58.8%, stated that student-centered teaching is the most appropriate approach in the 21st century, although a fairly high percentage of 41.2% expressed the opinion that they still use teacher-centered methods and approaches in the classroom. Which is unacceptable if we want to give students a chance to develop.
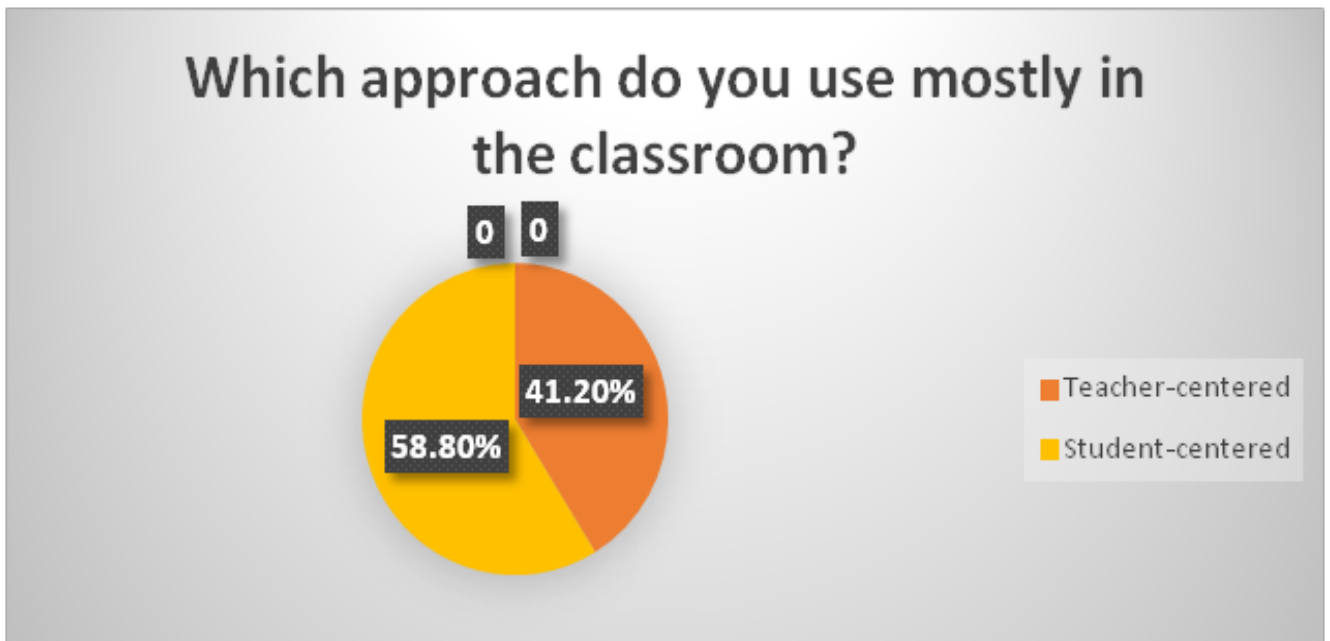
Figure 1. *Which approach do you use most in the classroom?*

I got interesting answers to the question of whether the teacher should help the students to improve their social and communication skills. 65% of teachers supposed that they always support and help their students, but also revealed the sad fact that about 12% of teachers never help students, and almost 25% did not give an exact answer. To summarize, more than 35% of teachers are indifferent to students. This is a catastrophic indicator because in this case, we are depriving students of the greatest opportunity to set an example and allow them to advance and establish themselves in society.
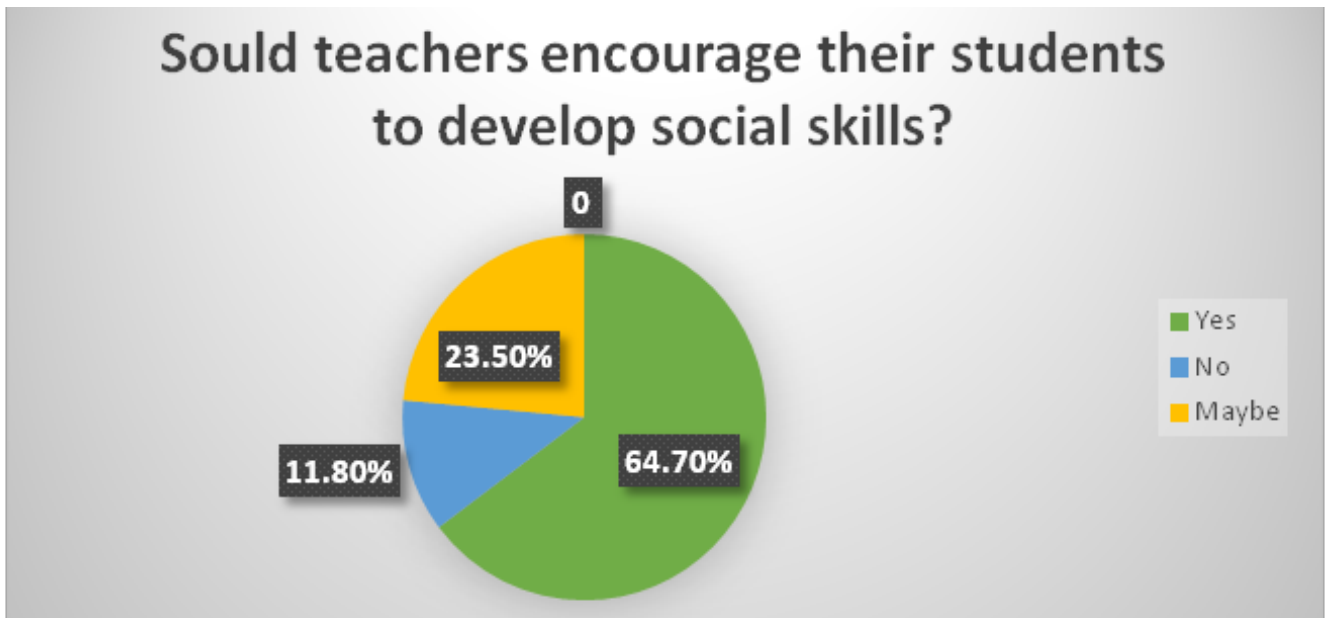
Figure 2. *Should teachers encourage their students to develop social skills?*

In teachers' responses to how important it is for the student's emotional mood to be completely focused on the lesson, about 65% said that it is vital, but 23.5% think that the mood and the lesson are not related to each other. 11.8% do not have a specific answer to this and they think that mood may be important.

Every teacher should know that mood is very important. Children will not be able to concentrate on the lesson if there are problems behind them, so the teacher should try to ease the situation of the children.

Figure 3. *Does the student's emotional statement matter while connecting with others?*

Emotions are imperative in our life because emotions rule us. Emotional closeness with students is a great motivation for them. Sometimes most teachers are not aware of the significance of emotions. Therefore, more than 35% of teachers deliberate that they are close to their students emotionally. Near a quarter contemplate that they are not close and 23.5% do not express their exact opinion and they mentioned that they do not know about it certainly.

Figure 4. *Should the teacher be close to the student on a personal level to aid in the development of social skills?*

To be a very good and successful teacher is not enough just an occupation or subject knowledge. All teachers must have psychological knowledge and should be very friendly, not aggressive as the majority the teachers are nowadays. Teachers should try to rise students' moods, create for them appropriate environment and support them to express themselves without obstacles.

Some teachers are relevant and they know methods and approaches how to work with students perfectly 41.2% of participants said that they always support students and help them to rise their mood,23.5% of teachers mention that they often help students and another 23.5% said that it happened sometimes. 1.2% said that they are not interested in students' moods and rarely support and motivate them but, more than 10 % of participants were very categorical and said that they never help students. In this case, I can think that the majority of students have problems with communication and interaction with teachers and this is not just the student's fault, the role of teachers is huge in this misunderstanding.
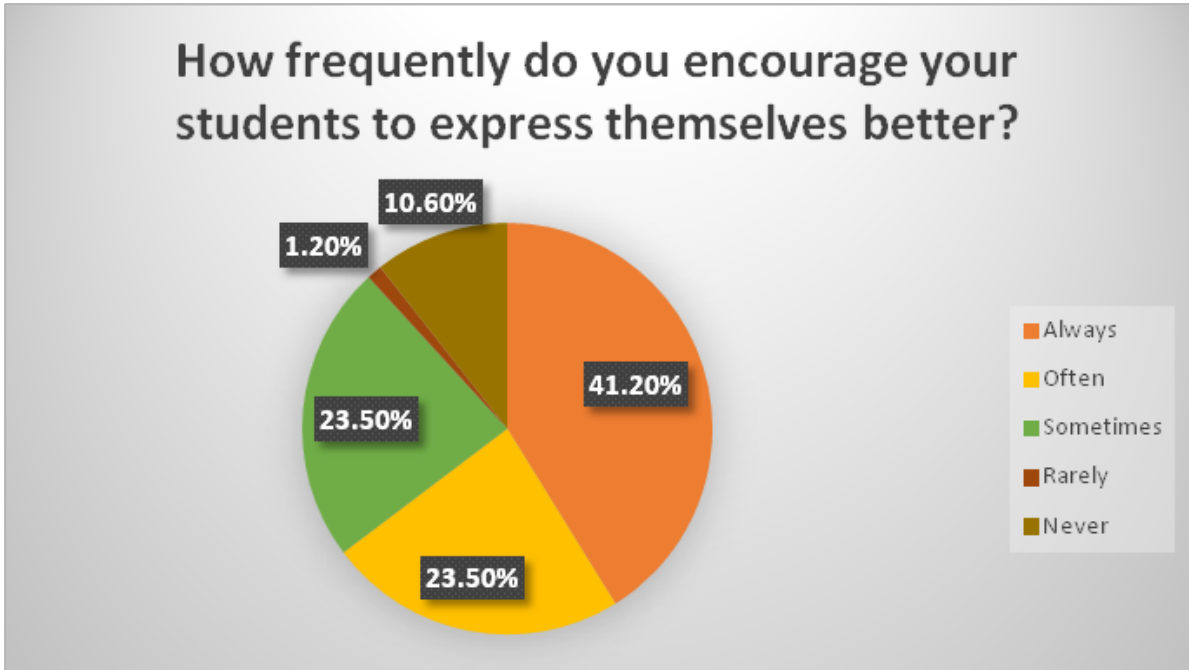
Figure 5. How frequently do you encourage your students to express themselves better?

What kinds of approach the teacher have is so significant because it determines the climate in the classroom. all students are individuals and they need individual support and approaches which are relevant to their personalities and learning styles. Depending on my research findings the majority of participants 41.2% use specific approaches with antisocial students, which is vitally important. However,23.5% never use different approaches for antisocial students to support and motivate them and 35.3% use various teaching styles sometimes, which is not enough for students' emotional and social development, due to they spend more time at school and teachers must be a facilitator and good leaders who can conduct friendly atmosphere in the classroom which gives students opportunity to be free and tackle communication obstacles.
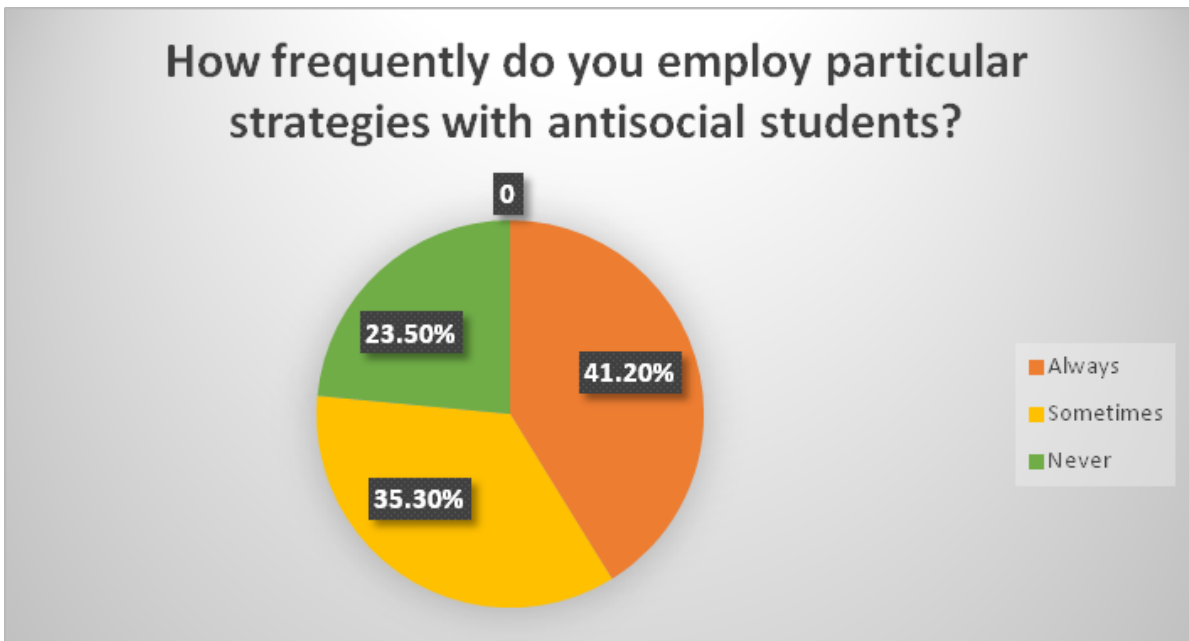
Figure 6. *How frequently do you employ particular strategies with antisocial students?*

Some students have complications stating themselves, especially when they are among people, even peers. In this period, they need assistance and support from others and the teacher must be the first person to benefit and give them freedom.

Some teachers nearly a quarter 23.6% consider that there is no need for any support for verbal communication. 17.6% of participants are in a neutral position and 47% are aware of the importance of improving communication and awareness of teachers' role and always supporting their students to develop verbal communication.
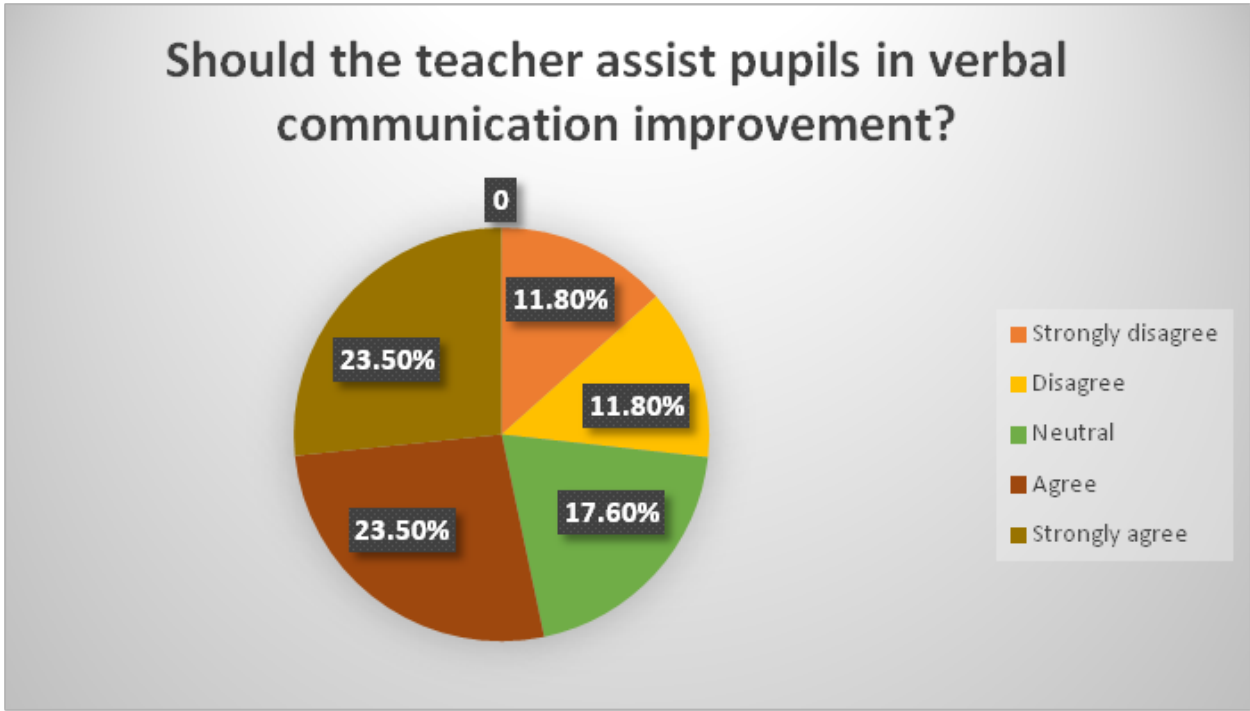
Figure 7. *Should the teacher assist pupils in verbal communication improvement*

Nobody is without difficulties, even school children all people have emotions. Some people struggle to express themselves and some are more sociable. However, children always need diverse support from family, friends, and especially from the teacher. Luckily more than 50% are ready to encourage students, 29.4% mentioned that they do this sometimes and 17.6 % of teachers consider that children do not need social and emotional support. I can't guess what kind of people they are when they said never care and help students.
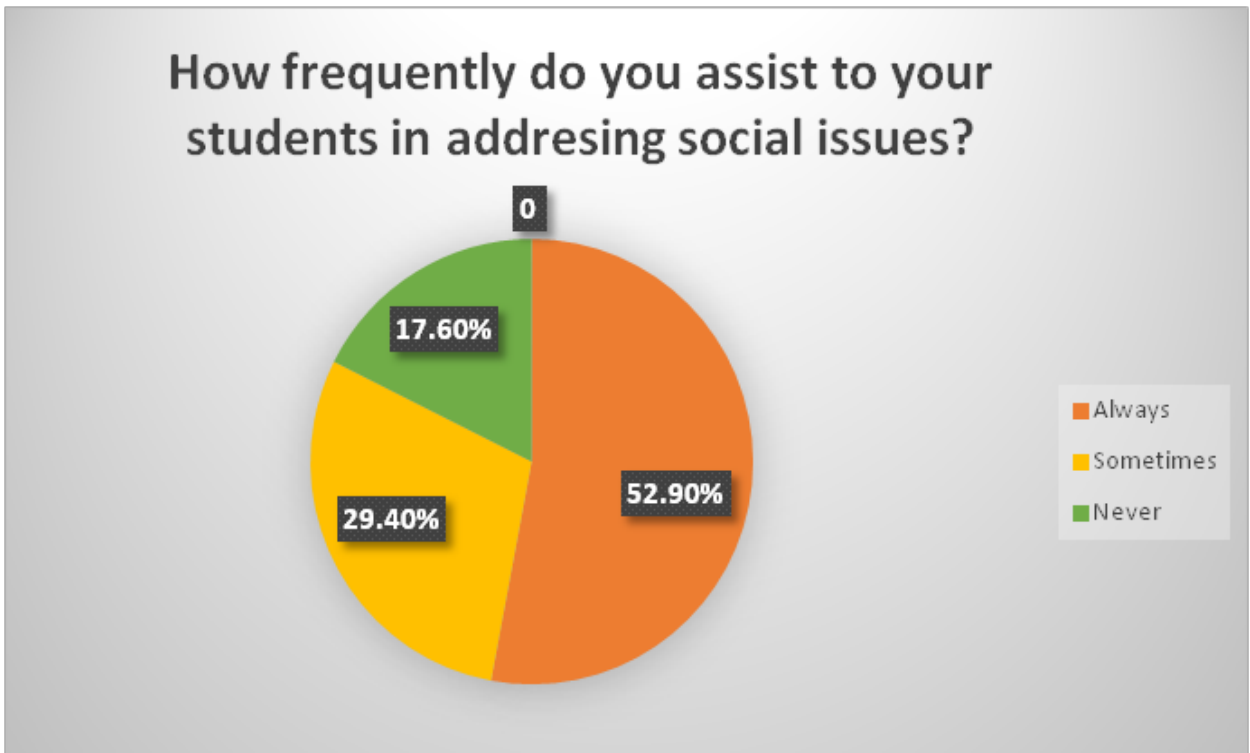
Figure 8. *How frequently do you assist your students in addressing social issues?*

Teachers also respond to the question: "What aspects of a child's social development are most important?" They declared that the most significant elements which help students to change their social and emotional skills. They think that well-educated teachers can stimulate children and permit them to express themselves without restrictions. Teachers should generate a pleasant environment and give students clear directions to avoid destruction. However, some teachers circumvent answering these questions which means they do not use their position fruitfully.

Conclusion and recommendation

Teachers, family, and the community all have a big impact on a child's development. Cooperation among families, communities, preschools, and school readiness organizations is essential for a child's healthy social, emotional, physical, and cognitive development. A child that is emotionally and socially well-rounded is more likely to develop friendships, take initiative, explore, play, and learn. To be able to control one's behavior, to regulate it, to experience a range of emotions, and to be persistent while being vigilant. The transition from childhood to adulthood, as well as the development of a child's sense of self-worth and life comprehension, are all dependent on the child's social and emotional development.

To justify the results of my investigation, there are some suggestions.

- Aid the youngster in discovering himself by supplying information that is appropriate for his age.

- Creating a positive mood for the child in the process of learning and cognition.

- Set a good example of how to handle emotions, and support your child's sincere interactions with family and peers.

- Display consistency and modest rigor. Introduce the child to routine tasks and help them understand their importance.

- Pay attention to how the youngster reacts to various people and situations, and promote acceptance of differences.

- Be a role model for others while resolving disputes. Avoid being rude and harsh, especially around children. Keep in mind that children learn by imitation, therefore setting a good example for them is crucial.

Socio-emotional development allows a child to choose who he or she will become in the future by dealing with emotional problems in a healthy manner. If teachers and educators do not focus on the emotional and social development of the child, a problem may arise when the child is an adult, and in some situations, this problem may be impossible to cure. This is one of the reasons of failure, low self-esteem, and social isolation.

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Creating teaching materials with ChatGPT

Tamar Mikeladze (Department of Education Sciences, Iakob Gogebashvili Telavi State University, Georgia

Abstract

In the past decades, there has been a trend towards editing English language coursebooks to better respond to the changing needs of learners. The development of AI applications has introduced new perspectives on teaching, which has led to questioning the traditional role of a teacher. Recently, the ChatGPT language model, developed by OpenAI and based on the GPT architecture, has emerged as a tool to understand and generate human-like text. Using vast amounts of text data, it can supplement language learning by answering questions and providing helpful responses.

The purpose of this paper is to demonstrate how a teacher can use the ChatGPT model to create effective teaching materials. To test this approach, a one-month experiment was conducted with three adults at the B2 language level who wanted to improve their speaking skills. The lesson materials were designed with the assistance of the AI model. This paper discusses the factors involved in designing teaching materials with chatGPT and provides recommendations on how to create activities tailored to the individual needs of students. The integration of chatGPT in material design holds great promise for promoting engaging and effective learning experiences for both teachers and learners.

Key words: Teaching materials, ChatGPT, designing supplementary resources

1. Introduction

The creation of teaching materials in English has been a topic of interest and research in the field of language education for many years. The literature on this subject covers a wide range of topics, including the design, development, and evaluation of teaching materials.

It has been accepted for several years that coursebooks have been used as basis of courses. Modern coursebooks are accompanied with plenty of resouces and digital materials. However, the constant risk exists where both educators and students become overly reliant on the textbook, using its content as the sole resource brought into the classroom, and strictly following its prescribed methods of teaching and learning. In this situation, the book can become burdensome, hindering the potential for a dynamic student-centered classroom environment. It may impede the enthusiasm and active participation that would otherwise create. Furthermore, coursebooks can sometimes offer dull or culturally insensitive topics, further diminishing their appeal. (Harmer, 2007, p.152)

Ur (2012) outlines the advantages and disadvantages of using a coursebook. Advantages of using a coursebook include the provision of a clear framework, allowing teachers and students to have a sense of structure and progress. The coursebook has as a syllabus, that systematically covers a planned selection of language. It offers ready-made texts and tasks that are generally appropriate for the class, saving teachers' time in preparation. For inexperienced teachers, the coursebook provides valuable guidance and support. Additionally, students can use the coursebook to learn independently, review material, and monitor their own progress. However, there are disadvantages: A coursebook may not adequately meet the specific learning needs of each class. The topics may be irrelevant or uninteresting, and the content can become outdated quickly. Cultural appropriateness may also be a concern causing discomfort. Furthermore, coursebooks often target a specific level, limiting their suitability for diverse proficiency levels. Finally, there is a risk that teachers may become overly reliant on the coursebook, limiting their own initiative and autonomy in the classroom.

For designing English teaching materials successfully, teachers must have access to and knowledge of a wide range of materials. According to Harmer (2007b) these materials could be coursebooks, videos, magazines, novels, encyclopedias, publicity brochures, and the Internet. Teachers should have the confidence to make informed choices and essentially become syllabus designers themselves. However, this process can be time-consuming and there is a risk of ending up with a collection of disjointed materials. Harmer (2007b) believes that with proper planning and organization, creating teaching materials could result in exceptional and responsive programs of study that cater to students' needs while maintaining coherence. This approach aligns with a dialogic and interactive style of teaching, similar to the principles of "Dogme" (Meddings & Thornbury, 2009), the approach that holds significant appeal, offering students a dynamic and diverse program of study. When students perceive its relevance to their individual needs, their motivation and confidence in the learning process are greatly enhanced. Additionally, it empowers teachers to adapt their teaching approach based on the specific needs and dynamics of each lesson. Creating teaching materials ensures exciting and creative engagement with texts and tasks and greater flexibility and autonomy.

Researchers have investigated different approaches to designing materials, including the use of authentic materials, task-based resources, and materials that incorporate multimedia. Another important area of research has been the effectiveness of teaching materials in improving language learning outcomes. Several studies have examined the impact of different types of materials on learners' language proficiency, with mixed results. The Li and Qian (2020) study explores the impact of incorporating audio recordings into language teaching materials and investigates their influence on students' pronunciation and comprehension abilities. The authors conducted research in the context of English language education and provided insights into how audio recordings can be utilized as a valuable resource in language classrooms. The authors emphasize the importance of providing carefully designed audio materials that align with specific learning objectives and target language skills. Kafle (2022) found that the utilization of video material as a novel approach resulted in an observed rise in students' enthusiasm for learning English stories. Devi et al, (2021) conducted study on developing English teaching materials for speaking skills. The findings of the study suggested that the development of English teaching materials aimed at enhancing speaking skills should adhere to certain principles. These principles involve ensuring accurate coverage and content, comprehensive inclusion of components, effective language presentation, and suitable use of illustrations.

Another important factor is teacher knowledge. In their study, Li & Xu (2021) highlighted the multidimensional nature of teacher knowledge for materials use, covering subject matter, pedagogical, contextual, and curricular domains. Teachers' proficiency in the English language is crucial for teaching linguistic concepts effectively. Professional confidence plays a significant role in utilizing knowledge and teaching with agency. Teachers with extensive knowledge of learning strategies can adapt materials to create more learning opportunities. Materials should allow modifications and encourage teachers to expand their content knowledge and understand student needs. Teachers should align with curricular objectives and consider curriculum thinking within pedagogical content knowledge.

Teacher knowledge for materials use is multidimensional and requires English language proficiency, pedagogical expertise, contextual adaptation, and alignment with curricular objectives. Teacher knowledge is not static but a developmental entity influenced by various actors and elements in educational contexts. Their expertise in subject matter, pedagogical approaches, curriculum, and context influences their actions in materials use (Li & Xu, 2021).

The literature on creating teaching materials in English highlights the importance of careful design, development, and evaluation of materials to enhance language learning outcomes. Incorporating authentic materials, technology, and teacher knowledge can help to engage learners and improve their language skills. This paper focuses on analyzing the factors involved in designing English language teaching materials using AI.

2. What is chatGPT?

Artificial intelligence (AI) has experienced significant growth since the emergence of manually operated computers in the 1950s, resulting in the development of multidisciplinary and interdisciplinary fields such as AI. One notable AI tool is ChatGPT, a natural language processing tool created by OpenAI. ChatGPT utilizes Generative Pre-Trained Transformer (GPT), a language model that comprehends human inputs and generates responses that closely resemble natural human language. With access to a vast amount of information from the Internet, GPT is one of the largest language models worldwide, built upon billions of data sources (Lund et al, 2023).

The versatile tool ChatGPT is able to perform various language-based tasks, including text generation, question answering, and translation. Its utilization of deep learning techniques and sophisticated algorithms enables it to comprehend the context of text and produce human-like responses, setting it apart from other language processing tools.

While natural language processing models like GPT generally exhibit high accuracy, there are instances where errors occur in meaning interpretation or the creation of accurate information. It is essential to recognize that these models are not infallible (Lund et al, 2023).

In recent papers, concerns surrounding ChatGPT have primarily focused on the ethical implications related to academic writing, research papers, editing, and similar applications. However, this paper will shift the focus towards a distinct capability of ChatGPT—designing English language teaching materials.

2.1 Designing teaching materials with chatGPT

The wide range of available coursebooks poses a challenge for teachers when it comes to selecting the most suitable one for their specific context and group of adult learners in informal settings. In the past, teachers had the option to adapt, modify, and supplement coursebook materials, as recommended by Harmer (2007a), in order to address outdated content, curriculum structures, and objectives that may not resonate with learners. The idea of creating personalized teaching materials was enticing, but it came with its own limitations and time-consuming tasks. However, with the development of AI technology, teachers now have the opportunity to create their own teaching materials. There are several factors to consider while designing teaching materials with chatGPT.

One key factor is *contextualization*, which has always been recognized as an advantage of teacher-created materials (Block, 1991 as cited in Howard & Major, 2004). By utilizing tools like ChatGPT, teachers can incorporate the local context and specific learning environment into their materials by including relevant examples and tailored questions that relate to the learners' local context.

Another important factor to take into account is *learners' individual needs*. A teacher can develop materials that incorporate the elements of the learner's first language and culture (Howard & Major, 2004). Besides, a teacher can choose texts and design activities for the appropriate level. ChatGPT can produce variations of the same task which can be used as different versions of tests/tasks for groups, and *variations* of one activity are easily achievable with this tool.

Coursebooks are usually constructed around a particular system, very often around grammar (now in some coursebooks, it is referred as 'Language Bank') and follow the teaching procedure – three Ps (Presentation, practice, production), despite the growing interest in alternative teaching sequences. Harmer (2007b, p. 127) described the units and lessons that follow a monotonous format, leading to demotivation among students and teachers due to the lack of variety. Designing materials with AI gives teachers the freedom to *choose the methods for teaching* and learning– in our case, we adopted the flipped classroom approach and structured the materials around it. Teachers can make decisions regarding topics, notions, functions, skills, etc. These materials can support learners' self-directed or autonomous learning.

The materials created with chatGPT can cover *up-to-date events* (For ChatGPT until September, 2021) and interesting topics in different fields. *Personalization* is another advantage of teacher-designed materials (Block, 1991 cited in Howard & Major, 2004). Teachers are likely to increase learners' motivation by incorporating their interest topics in designed materials. Such materials bear the element of spontaneity and greater choice. AI proposes quality in *authentic materials,* it has *clarity* in layout and content.

Harmer (2007b) suggested that some teachers opt to eliminate the use of coursebooks entirely, but only if they possess the necessary expertise and sufficient time to create a cohesive and comprehensive curriculum independently, and „if they have a bank of materials to back up their 'no-coursebook' decision." With emergence of chatGPT these obstacles are solved. One of the main advantages of creating teaching materials with chatGPT is *time*. On average, chatGPT aims to generate responses within a few seconds (4-5 seconds). Factors such as the need for additional computation or access to external resources may also influence the response time, but processing time does not generally exceed 10 seconds. As an AI language model, chatGPT can process a vast amount of data. GPT-3.5, the architecture which it is based on, has 175 billion parameters, which allows it to handle a wide range of information. If in the past a teacher needed hours/days and several coursebooks to prepare activities or supplementary materials, now in seconds, a teacher can obtain vast materials.

Materials created with ChatGPT can be much *cheaper* compared to the costly price of coursebooks and their resources. These materials can be reproduced, uploaded online, and shared with learners and other teachers. Even though I did not use image creator AI to produce teaching materials, image creator AI tools could be used to design images and diagrams and corresponding activities can be designed, such as describing a picture or a process.

 Activities designed with chatGPT can be targeted at developing different language skills: reading, writing, speaking, grammar, function, vocabulary. They can stimulate real communication among learners. The use of AI in designing teaching materials has numerous advantages and can lead to greater engagement and success for both teachers and learners.

2.2 Teacher knowledge

Designing teaching materials is a complex task that demands a combination of pedagogical expertise and subject knowledge. English teachers are required to possess a deep understanding of teaching English as well as a solid grasp of the subject matter. The former encompasses knowledge of effective teaching methods, instructional techniques, and the ability to align activities with specific language learning objectives. On the other hand, subject knowledge entails a comprehensive understanding of the content, language skills, and related concepts. To facilitate the planning process, to provide a set of guiding questions for teachers to consider. These questions form the framework of designing new materials:

1.   What are the goals of the lessons?

2.   What are the goals of the activities?

3.   Who are the learners?

4.   What is the language level of the learners?

5.   In which educational context will materials be applied?

6.   How many activities should be prepared?

When designing materials, it is crucial to adopt a student-centered approach. Teachers must carefully evaluate the relevance of the materials and critically assess their suitability. This evaluation involves considering factors such as volume, difficulty, and depth. Making these judgments requires the teacher's expertise, encompassing both subject knowledge and pedagogical understanding. Moreover, the materials created should adhere to identifiable principles. It is essential for students to recognize the connection between the materials and educational resources. Therefore, the construction of these resources should follow well-known principles, such as progression from easy to hard and from the known to the unknown. By employing these principles, the materials can be effectively utilized for repetition and reinforcement of previously acquired knowledge.

Designing teaching materials with AI requires a solid foundation in digital skills. Firstly, teachers need to be proficient in selecting suitable online reading passages and be familiar with using platforms like chatGPT. They should also gain experience in effectively requesting information from chatGPT. Clear and concise instructions for both chatGPT and accompanying tasks are essential.

In addition to digital skills, teachers should be capable of formatting and arranging the material appropriately. They may need to prepare answer key if necessary. It is crucial for teachers to carefully review the content and ensure a visually appealing presentation. Language accuracy is another aspect that needs to be checked, and piloting the material with a small group of students can help identify any potential issues.

Teachers should assess the material from various perspectives, eliminating items that are either too easy or too challenging for the students. Since chatGPT might provide information beyond the learners' level, teachers should be aware of this and make necessary preparations. It is important not to blindly trust the material generated by chatGPT. Instead, teachers should thoroughly revise and approve the material before using it for instruction. In cases where certain words exceed the students' language level, the teacher should provide definitions or ensure that the students can infer meaning from the context. It may also be beneficial to offer equivalents in the students' first language. Therefore, organizing and revising the materials, both physically and linguistically, is essential for their effectiveness.

Working with chatGPT can greatly contribute to teachers' professional development and enhance their language competence. Through this experience, teachers become more attentive and aware of the benefits of different activities, gaining insights into which types of activities work better in specific contexts. Involuntarily, they become engaged in reflective practices, constantly evaluating the effectiveness of the materials and their teaching strategies. This involvement in action research leads to continuous improvement and evolution of their teaching approaches.

One significant advantage of using chatGPT is the ability to create original materials without infringing on copyright restrictions. This empow-

ers teachers to design customized resources tailored to their specific instructional needs and the requirements of their students. Designing materials with chatGPT also provides teachers with a high degree of flexibility. They can adapt their approach to various levels, methodologies, logistics, technology integration, teaching styles, evaluation procedures, and expected outcomes. This flexibility enables teachers to cater to the diverse needs and learning preferences of their students, fostering an inclusive and dynamic learning environment.

Working with chatGPT not only enhances teachers' professional development but also empowers them to create personalized, flexible, and effective materials, resulting in improved educational experiences and outcomes for their students.

3. Methodology

To explore the potential of designing materials using chatGPT, an informal English language teaching context was selected. Three adults, who possessed a B2 language proficiency level and expressed a desire to enhance their English speaking skills, were enrolled in a month-long course. The chosen teaching approach for this course was the flipped classroom model.

Within this approach, learners were assigned various tasks. They were required to watch a video, listen to the accompanying audio multiple times, and read the corresponding script. The reading passages were sourced from Ted-ED, a platform offering concise video lessons designed for educators and students. The students were provided with video links and clear instructions on how to access the script. Following their video viewing, they were tasked with working on the script to identify and discover new lexical units.

3.1. Results and analysis

As part of the course, learners were guided on adjusting the speed of the video clip, enabling them to vary the pace of their learning experience. The course encompassed a selection of engaging topics carefully chosen to align with the learners' needs and interests:

1. Building impossible: Golden Gate Bridge

2. What is consciousness?

3. Why isn't the Netherlands underwater?

4. The origin of countless conspiracy theories

5. How do oysters make pearls?

6. How do we determine the value of a life?

7. The myth of Zeus' test

The tasks were completed during a lesson which lasted 90 minutes. The following tasks were designed with chatGPT (see, Table 1):

Reading comprehension and speaking:

- Answer the questions (Comprehension questions)

- True and False (reading comprehension), variation – correct false statements;

Vocabulary:

- Matching new lexical items with definitions;

- Matching tasks: synonyms and antonyms;

- Gap-filling (in dialogues and sentences);

Speaking tasks:

- Discussion topics and questions (connecting to real life, personalisation);

- Presentation task;

- Jigsaw activity;

- sentence completion;

- explaining the process;

- bringing cultural aspects in.

Grammar (parts of speech such as verbs, nouns, adjectives, adverbs)

Table 1. Some Activities designed with chatGPT for the topic „The myth of Zeus' test"

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1. Answer the questions:

1. Who were the mysterious figures that appeared in the hillside village?
2. What did the strangers ask for when they knocked on every door in town?
3. Who was the last person to answer the door to the strangers?
4. What did Baucis and Philemon do for the strangers when they arrived at their home?
5. What did Baucis and Philemon worry about regarding their provisions?
6. What did Baucis and Philemon offer as an additional sacrifice to the gods?
7. Who were the strangers in disguise revealed to be?
8. What happened to the town and its people when the gods revealed their true identity?
9. What did Philemon request from Hermes?
10. What happened to Baucis and Philemon in the end?

2. Are these statements true or false? Correct the false statements:

1. Baucis and Philemon asked to care for the new temple and to die together.

2. Baucis and Philemon lived happily ever after as humans.

3. Baucis and Philemon lived in a small, thatched cottage.

4. Baucis and Philemon were punished by the gods for refusing to shelter them.

5. Baucis and Philemon were young and newly married.

6. Baucis and Philemon did not worry that their provisions would run out, but the clay vessel never ran dry.

7. The strangers who knocked on every door in town were turned away except for the couple's home.

8. The strangers who knocked on every door in town were welcomed by all the townspeople.

9. Zeus and Hermes visited Baucis and Philemon in disguise and tested their courage.

3. Synonyms: Find the pairs.

Banquet, Covered, Dedicated, Secretly, Hospitality, Devoted, Enigmatic, Feast, Inadequate, Loud, Insufficient, Metamorphosed, Mysterious, Outsiders, Privately, Shrouded, Strangers, Thunderous, Transformed, Xenia

4. Find the pairs of antonyms:

Arrogant, Welcome, Dark, Destroyed, Eternal, Floating, Humble, Intact, Known, Light, Mysterious, Relief, Revealed, Shrouded, Sinking, Temporary, Terror, Turned away

5. Act out a dialogue between these characters: Baucis, Philemon, Zeus, Hermes

Setting: Baucis and Philemon's cottage in the hillside village

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3.2. Discussion

The integration of AI technology, specifically ChatGPT, in the design of English language teaching materials offers numerous advantages for teachers in diverse educational settings. The range of coursebooks available can often be overwhelming, making it challenging for teachers to select the most suitable materials for their learners and context, especially in informal settings. However, with chatGPT-generated materials, teachers have the ability to create contextualized content that is relevant and engaging for their specific learners and learning environment. This customization allows for greater learner motivation and increased effectiveness.

Another advantage of using chatGPT in material design is the flexibility it provides in terms of teaching and learning methods. Teachers can personalize the materials to incorporate learners' first languages, cultures, and interests, fostering a more inclusive and meaningful learning experience. Moreover, AI-generated materials can be created quickly, saving teachers time and resources, and enabling easy sharing and reproduction.

The use of AI also enhances the design of speaking activities, promoting authentic and diverse communication among learners. Teachers can access up-to-date content, generate appropriate images and diagrams, and design activities that stimulate real-world communication.

However, it is important for teachers to possess the necessary skills and knowledge to effectively utilize AI in material design. This includes a deep understanding of language teaching methodologies, subject-specific knowledge, and digital literacy. Teachers should critically evaluate the relevance and quality of AI-generated materials, revise and adapt them as needed, and incorporate their expertise in creating a well-rounded and effective learning experience.

4. Conclusion and Recommendations

This innovative approach to material design holds potential for promoting active learning, enhancing reading comprehension, and improving oral proficiency. Future research could explore the effectiveness of such materials and activities in formal educational context with students of lower language level and consider adaptability of chatGPT in diverse educational settings.

Designing teaching materials with chatGPT offers opportunities for creativity, customization, and efficiency. Teachers can enhance their professional development, improve their language competence, and continually reflect on the effectiveness of their materials and teaching practices.

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Links to the reading passages:

1. *Building the impossible: Golden Gate Bridge*

https://www.ted.com/talks/alex_gendler_building_the_impossible_golden_gate_bridge?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

2. *What is consciousness?*

https://www.ted.com/talks/michael_s_a_graziano_what_is_consciousness?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

3. *Why isn't the Netherlands underwater?*

https://www.ted.com/talks/stefan_al_why_isn_t_the_netherlands_underwater?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

4. *The origin of countless conspiracy theories*

https://www.ted.com/talks/patrickjmt_the_origin_of_countless_conspiracy_theories?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

5. *How do oysters make pearls?*

https://www.ted.com/talks/rob_ulrich_how_do_oysters_make_pearls?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

6. *How do we determine the value of a life?*

https://www.ted.com/talks/rebecca_l_walker_how_do_we_determine_the_value_of_a_life?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

7. *The myth of Zeus' test*

https://www.ted.com/talks/iseult_gillespie_the_myth_of_zeus_test?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

The Readiness of Prospective Teachers Towards 21 Century Teaching Practices

(A case of Higher Education Institutions in Georgia)

Guranda Khabeishvili

(Invited Lecturer at International Black Sea University)

Abstract

Today's graduates are facing an increasingly competitive job market, which expects the students to be equipped with the subject knowledge together with employability skills. Therefore, one of the primary objectives of higher educational institutions is to provide new opportunities to students in the context of the job market demands and life-long learning. There is an ongoing concern and criticism that in most cases the graduates do not possess the necessary skills, which in fact should be the primary interest of today's higher education (Jones, 2009). Preparing prospective teachers and facilitating their career readiness through the application of various types of professional development activities should be promoted during study years. In light of this, it is significant to assess the teaching readiness of university students. This paper examines the perception of students regarding the level of readiness to begin their teaching career. The discipline-specific knowledge and skills required for a student to advance academically and professionally in their chosen field are considered to be crucial. Besides, the paper discusses teacher candidates' readiness towards the teaching profession considering the practices of different countries. This paper also sheds light on the concept of teaching skills, which should be possessed and practiced.

Key words: *Teaching skills, teaching process, the lack of readiness, Higher Education Institutions, graduates, teaching career*

Introduction

Due to the rising demands regarding the application of diverse teaching and learning methods in the modern world as a result of globalization, many teacher preparation programmes face the challenges of preparing prospective teachers for contemporary teaching practices. Responding to students' interests, needs, and expectations as well as promoting their skills are among the necessities of modern education understanding in today's educational contexts (Tomlinson, 2014; OECD, 2012). Typically, the faculty of education and teacher training programmes at universities provide education for prospective teachers. Hence, the universities are responsible for training future teachers for the teaching profession. The teaching profession requires not only the skills of being able to adapt to the changes, but also necessitates the ability to teach others how to prepare for change and deal with it. It is crucial for teachers to become lifelong learners by following contemporary teaching practices in order to provide instruction that meets the needs of individuals with flexible and student-oriented education programmes (Ouane, 2008). Promoting the readiness of prospective teachers for a teaching career does not only imply equipping students with a command of knowledge in subject matter, but it also means sharpening discipline-specific skills. Attainment of discipline-specific skills and attributes for employability are the primary concern for higher education institutions and accrediting bodies. These are the skills that include specific knowledge and capabilities necessary for a student to progress professionally and academically in the chosen field. A combination of pedagogical knowledge and teaching skills guarantees teachers, who can meet the diverse interests and needs of their students as well as develop competencies in them. Especially in today's world where traditional educational methods have undergone significant change, teachers are expected to be lifelong learners in order to follow contemporary learning-teaching approaches and integrate technology into teaching processes (Avis et al., 2019). Consequently, the students are expected will be job-ready with the knowledge and skills most in demand in the 21st century. The reality, however, is that many recent graduates might have the theoretical knowledge in their area of specialty, but they lack those discipline-specific skills to perform effectively in their entry-level positions (Ewing & Ewing, 2017). In light of this, Neve, Lloyd and Collett (2017) also point out that during professional degree programmes the learners need to acquire not only teaching skills and theories, but also soft skills that are essential for effective performance not only in the workplace but also in life. Since there is a growing need for highly-skilled teachers, the role of higher education institutions is significant.

Promoting Career Readiness

Joining a professional community is not an easy task for students, as they have to undergo significant changes in identity formation, meaning that it requires adjusting to a work environment and realizing their place within that community. Awareness of one's skills and knowledge are essential components for university graduates to excel in the workforce. According to Akuegwu, Edet, Uchendu and Ekpoh (2011), "teaching readiness therefore involves students exposing themselves to series of training provided by an institution with a view to imbuing themselves with the necessary skills and knowledge for effective functioning in a teaching job"(96).

Readiness for the teaching profession is characterized by complex and a number of challenges. Teachers are expected to show professionalism in every aspect of life. The concept of career readiness is defined by Nebraska Department of Education (2009) cited in Mishkind (2014). as "a career-ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics and responsible behavior... When students are career ready, they are prepared for the next step in their lives" (p.2).

Due to the current changes in standards of living and quality of life, the teachers are viewed to have a significant part in education and they are expected to accomplish their roles in a professional way. That is why their professional development and enhancement of their skills mat-

ter (Craft, 2000). The lack of preparation at the institutional level significantly influenced the teachers' readiness to teach at schools (Plessis et al.,2010). The students are found to have difficulties using the obtained theories in teaching practice (Nurazuraini et al., 2016). In order to prepare prospective teachers for the 21st-century teaching practices, a number of institutional-level approaches could be promoted more with the purpose of equipping future teachers with the necessary skills they need in today's educational context. Mishkind (2014) argues that a set of academic expectations for career readiness include incorporating "critical thinking, problem-solving, and collaborative skills across a range of academic subjects" (p.1). It could be done through prioritizing micro-teaching practices, training, internships, workshops, and conferences during the degree programmes. Moreover, supporting academic staff development also contributes to creating a better learning environment, as they could apply new knowledge and practices in their classroom teaching (Akuegwu, Edet, Uchendu & Ekpoh, 2011). For instance, different types of activities in the framework of 'Work Integrated Learning', are offered to students at Australian universities to gain workplace experience during their degrees. Some of those activities include work placements and internships where students are given a chance to develop key skills. (Australia, 2019).In addition, the students have an opportunity to work directly with industry and deliver the project as well as they are engaged in industry simulations or fieldwork inside or outside the university, where they experience a real-world environment.

It is argued that teachers are expected to possess a deep understanding of teaching methods, classroom management, lesson planning, and motivational strategies in order to meet contemporary students' needs and interests (Santrock, 2011). These teaching activities should be practiced to some extent before they graduate. However, only the higher educational institutions are not responsible for their teaching readiness. A number of factors influence their lack of readiness. Kusmaryani, Siregar, Widjaja, and Jatnika (2016) put forward several factors that hinder their professional development. The personal factor, which implies having an intrinsic motivation and willingness to boost teaching skills, is one of the main aspects. Besides, "occupational commitment plays an important role in self-adjustment for professional development, especially to cope with high and demanding workload condition" (p.707). A similar view is shared by Saputri (2016), pointing out the aspect of emotive attitudinal readiness which means prospective teachers' sense of responsibility, willingness to adapt, and enthusiasm towards their profession. Correspondingly, a great emphasis is also put on teachers being good learners. Creating only opportunities for professional development is not sufficient without their willingness to take personal responsibility, in order to become a lifelong learner (Devlin, 2002).

What are those Teaching Skills?

Skillful teachers are made, not born stated by Saphier, Gower and Haley-Speca (1997). Accordingly, teaching does not only imply possessing the ability to transmit knowledge and share a vast amount of information with students, but meaning that good teaching cannot be done without having skills. Skillful teachers are always ready to learn and acquire skills to meet the modern educational context. Hence, it is crucial for teachers to have lifelong learning skills, in order to apply dynamic teaching and learning methods in their teaching practices (OECD, 2012).

There is a wide variety of skill sets that are considered to be significant for teachers in today's world. While talking about teaching skills categorization, it is noteworthy to put emphasis on the most demanded discipline-specific and soft skills. The *table 1* illustrates the categorization of the skills set combined by the researcher.

Table 1. The set of skills teachers must possess

The skills	Descriptions
Social and emotional learning, collaboration, and/or communication	• Presenting ideas clearly; • participating in group discussions; • Speaking well in front of the audience; • explaining yourself clearly in written communication
Critical Thinking & Problem Solving	• "Reasons, researches, analyzes logically in order to investigate topics, and to evaluate, integrate, and present ideas and information • Evaluates and/or applies prior knowledge of content and situations, including cultural understanding, to support comprehension • Employs effective speaking and active listening strategies for a range of purposes, audiences, and contexts" (Mishkind, 2014, p.3).
Lifelong Learning Skills	• Developing realistic goals; • Visualizing concept & results; • Striving for continuous improvement
Research Skills	• Gathering information from a variety of sources; • Identifying different information sources; • Organising information & results

Grit/resilience/perseverance	• The acquisition of readiness behaviors such as goal-setting; • Persistence, and resourcefulness
Decision-Making skills	• Setting specific goals; • Identifying & considering risks
Citizenship and/or community involvement	• Each student should be an independent learner • Have respect for a diverse society and a commitment to responsible citizenship
Time management skills	• Organising time effectively; • Prioritizing tasks; able to work with deadlines; planning ahead
Technological Skills	• Using processing, spreadsheet, and web-based software, • Using digital tools for educational purposes
Creativity and Innovation	Ability to produce a novel idea and turn it into a practical one
Leadership and Responsibility	Ability to motivate, influence and direct others

Source: Mishkind, A. (2014). Overview: State Definitions of College and Career Readiness. *College and career readiness and success center*; DePaul University Career center (n.d). *Bridging an awareness gap: integrating transferable skills in your classroom resources and exercises that explore transferable skills.* DePaul University Career center.

According to Hedberg (2010), "Teaching skills are related to the way in which the teacher has carried out the activities and what results have been achieved" (p.4). It is also noted that a distinction should be made between teaching skills and teaching activities. The application of teaching activities is not proof of demonstrating teaching skills. The primary attention should be given to what extent the teachers plan and implement the activities in such a way as to facilitate the students' learning process. As a basis for demonstrated teaching skills, a teacher needs knowledge within four areas:

• "About the subject area (content knowledge)

• About student learning (pedagogical knowledge)

• About teaching (instructional knowledge)

• About educational goals and organisation (curricular knowledge)" (p.14).

While assessing the teaching skills all these aspects should be taken into account. Cooperation with others, demonstrating pedagogical leadership and putting acquired knowledge into practice are underlying factors. Haranaka (2018) also highlights the 21st Century Skills for teachers, such as Critical Thinking, Collaboration, Communication and Creativity, Information, Media and Technology Literacy, Flexibility, Leadership, Initiative, Productivity, Social skills, Connectivity, Emotional Intelligence, and Self-responsibility, Critical Thinking, Collaboration Communication and Creativity.

Consequently, the competence required of effective teachers is the possession of teaching skills, which are the specific sets to perform teaching functions. There is a wide variety of teaching skills categories. Considering all teaching skills frameworks, some most common skills could be noticed. It includes the ability to ask questions that engage students in a thinking process, use different assessment strategies, and manage the classroom effectively (Cooper, 2013). The *table 2* below depicts the areas of teacher competence and instructional decision-making process

Table 2. Areas of teacher competence (Cooper, 2013, p.19).
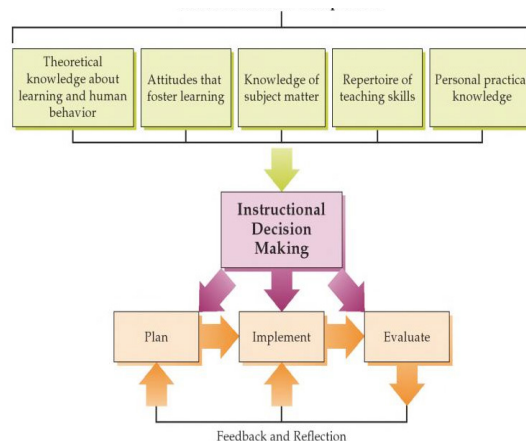
Source: Cooper, J. M. (2013). *Classroom Teaching Skills*. Cengage Learning.

According to this model, it is clearly shown that there are a number of teaching functions that require making decisions related to the particular function. While planning the teachers are expected to make decisions regarding students' needs, the most appropriate objectives to meet those needs, choosing the teaching strategies that help achieve those goals, choice of the content, and motivational strategies. Furthermore, the teacher's task is to use the lesson objectives in the implementation process. Therefore, the teaching should be goal-directed. Reflection is an immediate response that should be applied in order to make necessary changes in instruction.

Similarly, Saphier, Gower and Haley-Speca (1997) suggest teacher behaviors in the classroom that determine effective teaching practices, such as asking students to clarify the thinking behind their answers, involving them in making connections to what other students said, coming up with follow-up questions, and creating a classroom climate where students do the majority of talking and challenge each other's thinking nonjudgmentally.

Research Method

This research was carried out to identify students' perceptions regarding the level of readiness to begin their teaching career. The study was conducted at 'X' private university. The research sample consisted of 30 students at the Faculty of Education, Humanities, and Social Sciences, who are majoring in English Philology. The quantitative paradigm was chosen as the methodology for the

research. The reason for this is that it enables the researcher to gather a large amount of data from respondents in relatively little time. It is considered that the quantitative research approach is research that emphasizes numbers and figures while collecting and analyzing the data (Eyisi, 2016).

The third and fourth-cycle students were given an online survey consisting of five questions. While obtaining primary data, a Google form was used. A mixture of multiple-choice, Likert-scale, and open-ended questions were used. All participants have been explained at the beginning of the survey that their participation was voluntary and they could withdraw themselves at any

stage of the research with no further consequences. Their responses were anonymous and their participation was closed to publicity.

After obtaining the results, from the multiple-choice questions, which collected the participants' background information, the pie charts were created and the data analysis is given in the percentages. For each Likert-scale question and item, descriptive statistics were also performed using *SPSS* to show how statistically significant and reliable the results are.

Hence, this paper describes a descriptive research design that was employed using a survey method to analyze the students' readiness at 'X' private university.

Results

Q1. Please indicate your course level

Figure 1. *Participants' study cycles*
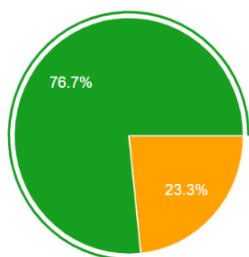
The first two questions of the survey were asked to research participants to get background information about them. The majority of respondents are fourth-cycle students of the English Philology Bachelor's degree programme at the Faculty of Education, Humanities and Social Sciences (76.7%). Only 23.3% of them are third-cycle students.

Q2. Please indicate your gender

Figure 2. *Participants' gender*
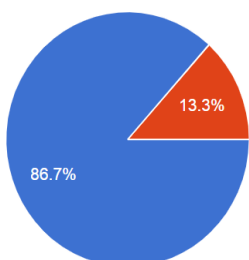
Due to the fact that the majority of English Philology students are females, this research presents the results gained from the female students. Merely, 13.3% of respondents are males. Generally, males rarely choose the teaching profession in Georgia.

Q3. How skilled do you perceive yourself in the following competencies developed through your educational context? Please tick as appropriate

Table 3. *The students' perceptions regarding possessing teaching skills*

Variables	Mean	Median	Mode	Skewness and Kurtosis	Std. deviation
1. Social and emotional learning, collaboration, and/or communication	3.10	3.00	3.00	-.680 .655	.75
2. Critical Thinking & Problem Solving	3.16	3.00	3.00	-.166 -.502	.64
3. Lifelong Learning Skills	3.06	3.00	3.00	-.108 -1.085	.73
4. Research Skills	3.00	3.00	3.00	.000 -1.355	.78
5. Grit/resilience/perseverance	2.93	3.00	3.00	-.262 -.590	.82
6. Decision-Making skills	3.00	3.00	3.00	.000 -1.355	.78
7. Citizenship and/or community involvement	2.76	3.00	2.00	.470 -1.334	.81
8. Time management	2.66	3.00	3.00	-.023 -.094	.71
9. Technological Skills	3.00	3.00	3.00	.000 -.364	.64
10. Creativity and Innovation	3.13	3.00	3.00	-.242 -1.261	.77
11. Leadership and Responsibility	3.10	3.00	3.00	-.188 -1.406	.80

This table depicts prospective teachers' perceptions regarding possessing teaching skills that are crucial to advance academically and professionally in their chosen field. Descriptive statistics were performed for each Likert-scale question and item (the statements). Mean, Median, Mode, Std. deviation, Skewness and Kurtosis were calculated for each Likert-scale item. Mean shows the average value. A median is a central number of a given data. Mode is the number in data that appears most frequently. Mean, Median, and Mode reflect a normal distribution, as they are close. The results represent the real situation well. Skewness shows how widely the opinions are spread. Skewness and Kurtosis are between -3 and +3, which makes us conclude that the difference in the opinions is not dramatic. St. Deviation varies between 0.5-1. So, we can state that the responses are not dramatically different. They are clustered closely around the mean score. Accordingly, the results are reliable. The respondents were asked to evaluate their teaching skills (4Highly skilled, 3 Skilled, 2 low skilled, 1 not skilled) with this Likert-scale question. The findings revealed that the majority of students feel that they are skilled in all those listed competencies. Other responses are distributed between Highly skilled and Low skilled. A minority of students perceive that they are highly skilled. Among highly skilled responses Creativity and Innovation rank first, while only very few participants perceive that they are highly skilled in Time Management and Technological Skills. Leadership and Responsibility, Citizenship and/or community involvement, Time Management, and Decision-Making skills got more responses from Low skilled category.

Q4. Which of the following skills do you think will be the most important in your future employment? Check the list of skills ABOVE. Please rank in order of importance. 1=the most important. 11=the least important

This question was aimed at investigating students' perceptions regarding the importance of skills for their future employment. Some students perceive that all these skills are equally essential for their future employment. The participants were asked to rank the skills. According to the results, it can be seen that Critical thinking and Problem solving, Leadership and Responsibility, Social and emotional learning, collaboration, and/or communication, Time management, Decision-Making, Creativity, and Innovation are perceived to be highly important for their employment.

Q5. To what extent do you agree with the following statements?

Table 4. *The students' perceptions regarding the level of readiness to begin their teaching career*

Statistics

	VAR00001	VAR0002	VAR0003	VAR0004	VAR0005	VAR0006	VAR0007	VAR0008	VAR0009	VAR00010
	I feel confident in my ability to develop relationships with pupils	I feel confident in my ability to facilitate student investigation and discovery	I feel confident in my ability to evaluate the effectiveness of my instruction	I feel confident in my ability to adjust instruction to meet students' needs	I feel confident in my ability to provide clear explanations and examples without using L1 (Georgian)	I feel confident in my ability to structure/plan a productive learning environment	I am ready to teach in a class where there is cultural diversity	I feel confident in my ability to motivate learners and look for solutions for the daily challenges we face	I feel confident in my ability to manage the classroom with more than ten pupils	I feel confident in my ability to use materials and resources to create diverse learning activities and games
N Valid	30	30	30	30	30	30	30	30	30	30
Mean	3.6000	3.2667	3.4000	3.3667	3.4667	3.4667	3.4667	3.4667	3.2333	3.7000
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	3.0000	4.0000
Mode	4.00	4.00	4.00	4.00	4.00[a]	3.00[a]	5.00	4.00	3.00[a]	5.00
Std. Deviation	1.24845	1.14269	1.16264	1.32570	1.45586	1.33218	1.43198	1.35782	1.07265	1.44198
Skewness	-.756	-.863	-.728	-.548	-.612	-.580	-.457	-.589	-.321	-.985
Kurtosis	-.158	-.031	-.107	-.810	-.980	-.609	-1.091	-.752	-.324	-.332

Descriptive statistics were performed for this Likert-scale question too. The statistics show the results of ten different variables. The students were asked to choose between (1 Strongly disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly agree). Mean, Median, and Mode reflect a normal distribution, as they are close. St. Deviation is greater than 1 which indicates a relatively high variation. According to this data, it can be clearly seen that the majority of respondents agree with all these statements, meaning that they feel confident in their abilities to perform different teaching tasks. Only some students strongly agree with these statements. Using materials and resources to create diverse learning activities and games, motivating learners and looking for solutions for the daily challenges they face, and providing clear explanations and examples without using L1(Georgian) are found to be the abilities the students feel less competent about compared to some other teaching competencies. The abilities to facilitate student investigation and discovery as well as structure/plan a productive learning environment also need to be enhanced among prospective teachers.

Discussion

There are various studies on the prospective teachers' readiness for the profession. The study was conducted in Indonesia among English teachers who teach at school. It investigated teachers' readiness to conduct English programs for young learners in Indonesia. The English language is only introduced in secondary school because of teachers' educational background. Prospective teachers are not equipped with the necessary competency to teach young learners. It was also noted that the universities in Indonesia prepare students only for teaching in higher or secondary schools. Therefore, teachers are facing problems such as developing learning materials and creativity for young learners (Mutiah, Nakhriyah, Husna, Hidayat & Hamid, 2020). One more study was carried out in 24 schools (14 urban schools and 10 rural schools) in Malaysia (Ibrahim, Adzra'ai, Sueb, & Dalim, 2019). 160 trainee teachers took part in the research. It was aimed at finding out the level of trainee teachers' readiness and the challenges encountered during teaching practice. The study revealed that "a majority of the respondents have a high level of readiness in applying technology in the classroom as they are confident in using the tools in their teaching and learning process" (p.114). However, some challenges of teachers during teaching practice at school were investigated. "Lack of teaching/learning materials, Curriculum content is too much in terms of quantity, Not enough time to prepare for the class, Not enough time for researching new teaching materials or techniques" (p.115). Besides, the teachers encounter the problems, such as managing the class, dealing with mixed-ability groups, and motivating students, which are explained by the lack of teaching skills. "A majority of the respondents used traditional method which was "Chalk and Talk" as the main technique for teaching in a classroom with the highest mean score" (p.117). The researchers argue that teachers should not only possess educational theories, but they should be aware of the techniques how to prepare their students for the global economy, as they play a significant role in shaping individuals. Therefore, teachers need to be lifelong learners in order to make a positive impact on students (Salleh et al., 2015; Kolo, 2009; Simmons, 2010). Moreover, their task is to utilize technology and promote diverse teaching strategies to enhance skills among students (Partnership for 21st Century Skills, 2010).

A similar study was carried out in Nigerian Universities (Akuegwu, Edet, Uchendu & Ekpoh, 2011). It was found out that "teaching readiness of university education students is significantly low in terms of possession of communication skills, interpersonal skills, ICT skills, and entrepreneurial skills" (p.98). So, it was concluded that university education students' teaching readiness in terms of possession of teaching skills is inadequate and insufficient(Akuegwu, Edet, Uchendu & Ekpoh, 2011). Unlike these findings, there are some studies that concluded that prospective teachers perceived themselves as prepared well enough to accomplish teaching tasks (Swabey, Castleton & Penney, 2010; Straková, 2015). In light of this Darling-Hammond, Chung and Frelow (2002) points out that teachers considering themselves prepared for the profession is tightly linked to their feelings of being responsible and effective for both students' learning and their career.

Additionally, Ozkan and Er (2020) examined the link between prospective teachers' behaviors within the scope of learning and their readiness to start a teaching career. The study involved 387 teacher candidates studying at the faculty of education in Turkey. According to the findings of the study, "prospective teachers who have more responsibility to learn to feel less ready for the teaching profession. Apart from that, active engagement in learning is the most important predictor of prospective teachers' readiness for the teaching profession" (204). In other words, those who feel more responsible consider that they need additional development in order to be fully ready for teaching. This study also revealed that there is no significant difference in teacher candidates' readiness towards their profession with respect to gender.

Conclusion

The results obtained in this study reveal that challenges still exist regarding prospective teachers' readiness towards 21st-century teaching practices. This paper analyzed a wide variety of skill sets that are considered to be significant for teachers in today's world. Besides, it discussed the concept of career readiness and the ways of promoting it, through the application of more institution-level approaches. It also compared different studies aimed at investigating teachers' readiness to accomplish teaching tasks. It was concluded that university students' teaching readiness is significantly low in terms of

their competence level in teaching skills (Akuegwu, Edet, Uchendu & Ekpoh, 2011). It was also discussed that higher education institutions are not only responsible for preparing prospective teachers for their career. There are some factors that also contribute to making them ready to progress professionally in their chosen field. Nevertheless, the study programmes are expected to provide new opportunities to students in the context of the job market demands and life-long learning.

This paper presented the results gained from a survey conducted among English Philology students.

The research was carried out within a small number of participants, which cannot be representative of all prospective teachers in Georgia. Therefore, the given number of students may not give a full picture of the problem. However, it can be concluded that the students feel quite competent about their abilities to fulfill some fundamental teaching activities. It is also worth pointing out that the students' perception regarding possessing teaching skills varies. In most cases, the majority of students do not show that they are highly skilled. According to their responses, they possess teaching skills to a certain degree. Thus, the skills need to be developed in order to show better career readiness. Consequently, teaching is an art that needs to be practiced, enhanced, and shaped. Professional development plays a crucial role in order to upskill teachers and prepare them for 21st-century teaching practices.

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Analysis of Age-Related Phraseological Units in Georgian and English Languages

PhD Ana Chankvetadze (Language Learning Center Akaki Tsereteli State University Kutaisi, Georgia)

Abstract

This article discusses phraseological units connected to the age in Georgian and English languages. As a result of the analysis of the peculiarities of the objectification of the concept of "time" in modern English and Georgian languages, it was revealed that the network of "time" frames consists of such constructions as: "Frame of Time Duration", "Frame of Moment", "Frame of Cyclical Structural Organization", "Frame of Linear Structural Organization Framework". Frame of Time Duration is lexicalized through such phraseological units, which are united by the following common semantic denominators: "a long time ago"/"a short time ago"; "for a long time"/"for a short time"; "fast"/"slow"; "the past"; "Period"; "Sufficiency"/"Insufficiency"; "Age". The following common semantic denominators unite the elements associated with ''Age'' in the research languages: "Infancy", "Youth", "Middle Age", "Old Age".

In the article are provided several phraseological units in both languages, are given information about their origin, as well as their comparison and analyzes. Phraseological units are given in their contexts through the quotations from the literature, which helps the author to deeply analyze these units semantically.

Key words: phraseology, concept time, age, death, life

1.   Introduction:

Nowadays phraseological verbs have become integral part of our society. Day by day we see more phraseological units, idioms or sayings in textbooks, online dictionaries, in every day conversations and more and more scientific papers are dedicated to the study of them.

This paper would not discuss the importance of phraseological units or the difficulties students might have during the learning process of them, though will give clear explanation of some of them and analyze their origin and similarities and differences between Georgian and English languages.

In 2016 there was conducted a study[1] of phraseological units of the concept 'time' according to the anthropocentrism principle - "human in the language" which has launched the new direction - anthropocentric phraseology, which aims at analyzing the relation existing between linguistic and extra-linguistic meanings of phraseological units. Concentration on the mentioned relation provides possibility of deeper study of phraseological units, because only one part of information is coded in the meaning of phraseological units, while the other part is stored in the human psychics in the form of extra linguistic mental icons.

The novelty of the research was the identification of similarities and differences in modern English and Georgian languages, from anthropocentric, namely, lingo-cognitive and lingo-cultural perspectives of the concept "time".

2.   Literature review

Phraseological units expressing the concept "Time" in modern English and Georgian languages serves as the research material. The mentioned material was obtained by means of analyzing the data of bilingual and explanatory dictionaries, books and online ones, too; such as Robert J. Dixson (2004), MCIntosh C. (2009), Miqadze M. (1998) and Toronjadze D. (1973) about English-Georgian Proverbs and Sayings; scientific online dictionary of phrases and so on.

3.   Methodology

The research methodology is derived from expansionism which implies an interdisciplinary approach, in this particular case, the survey is carried out on the basis of data analysis of Linguistics, Cultural Linguistics, Philosophy and Anthropology. Poly-paradigmatic research methodology is also used.

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1   This article is based on the researcher's dissertation paper ''The concept of 'time' in the phraseology of the English language in contrast with Georgian'' which was submitted in 2016.

4.   Results and Analysis

Following conclusions were made from the results of the research that there are four frames in the frame net of "time": "Duration of time", "Moment", "Cyclic structural organization of time" and "Linear structural organization of time".

Lexicalization of the frame - "Duration of time" – is implemented by means of the phraseological units integrated by the following common semantic denominators: "Age", "Long time ago"/"Little time ago", "For a long time"/ "For a little time", "Quickly"/ "Slowly", "Fleeting", "Period", "Sufficiency"/"Insufficiency".

Itself the 'Age' category was divided into the following subcategories: "Infancy", "Youth", "Middle age" and "Old age".

After making a research on phraseological units related to the "Age", there were found out hundreds of units in both languages and below we will discuss some of them and make conclusions:

1.   **ახალგაზრდული სულის მქონე -** Young at heart

2.   ახალგაზრდა სისხლი, **ახალგაზრდა, ენერგიული -** Young blood

3.   ახალგაზრდობა, სიყმაწვილის წლები - The green years, One's salad days, Its early days (yet)

4.   **გარდამავალი ასაკი -** Tender age of

5.   გუშინდელი ლლაპი - Smb. is a fresh hand at smth.

6.   **დედის რძე/ხსენი არ შეშრობია ტუჩებზე -** Wet behind the ears

7.   **ჯერ აკვნიდან არ გადმოსულა -** Baby in arms

8.   ხანდაზმული - Advanced in years

9.   **ძალზე მოხუცი, მათუსელას ხსნისა - 1)** Be as old as Methuselah; 2) One's old Dutch

10.   სიბერე - 1) Chair days; 2) The black ox; 3) Grey hairs; 4) Old bones

11.   ცას მიკერებული - 1) Sewn to the sky; 2) As old as the hills.

12.   ბიბლ. ჩალისფერი ცხენის ტარება (რომელზედაც სიკვდილია ამხედრებული) - Ride the pale horse

13.   ფეხების გაფშეკა - უფალმა მიიღო - გარდაიცვალა, მიაბარა სული უფალს, მოკვდა/ სულის მიბარება / სულის დალევა/ სულის გაფრთხობა - 1) To yield up the ghost; 2)To give up the spirit; 3) To yield up the spirit; 4) To pass away. 5) To go aloft. 6) To cross the Great Divide; 7) To pass in (one's) checks; 8) To recommend soul to God; to recommend spirit to God. 9) Turn up one's toes - to turn one's toes (to the daisies) 10) To go off the hooks 11) Push up daisies - to turn one's toes (to the daisies) 12) To kick the bucket 13) To hand in one's chips 14) To turn up one's heels; 15) To tip over the perch;

14. უკანასკნელ დღეებს ითვლის - In one's last days, To be on one's last legs

15. სიკვდილი - 1) To dine with Mohammed; 2) To make one's exit; 3) Meet one's death; 4) The last enemy; 5) The great divide; 6) The great enemy; 7)To die out

16. მიაბარა სული უფალს- მოკვდა, სული განუტევა - 1) To give up the spirit; to yield up the spirit. 2) To recommend soul to God; to recommend spirit to God. 3) To go over the Divide; 4) Snuff it; 5) Quit the stage; 6) Pop one's clogs; 7) Kick the bucket; 8) Go west

17. ვირი დაბერდა და თოხარიკობა მაშინ დაიწყოო/ვირმა სიბერის დროს იორღობა დაიწყოო - 1) Grey hairs are nourished with green thoughts (Br.). 2) /There is/ no fool like an old fool (Am., Br.).

5. Discussion

At first, we would like to discuss one of the phraseological unit which is related to the "Infancy": **"wet behind the ears"-** The ultimate source of the usage, according to the Oxford English Dictionary, is the German "(noch) nass hinter den Ohren," which showed up in the 1640s, and means "(still) wet behind the ears."

It is believed that the "wet" version of the expression appeared in English in the mid-19th century. The earliest Oxford example is from The Boston Daily Atlas, March 25, 1851:

"Such a louse student, who is still wet behind his ears, thinks because he is received in the castle, he is some great person!"

There are several versions with its meaning: 1) some scientists consider it to come from newborn babies who enter the world surrounded by amniotic fluid; 2) others originated it from newborn farm animals, where the mother has to lick the newborn dry, and one of the last places she dries is the area behind the ears. However the difference between the two, is the fact that when human babies are born, they are helpless, vulnerable and premature, relative to other species.

Georgian equivalent of the phrase is „ჯერ დედის რძე არ შეშრობია'', „ჯერ აკვნიდან არ გადმოსულა''. The semantic meaning of the phrases are the same.

Polonius gives Laertes the following advice: "Do not dull thy palm with entertainment Of each new-hatch'd unfledged comrade". The famous translator Ivane Machabeli (1828) said: „ხელს ნუ გაისვრი იმისთანა ახალგაზრდებთან, რომელთ დედის რძე ჯერ ტუჩებზე არ შეშრობიათ". The translator has selected the same concrete equivalents in Georgian: to dull means „დაკუჭრებას". Instead of this verb, Machabeli introduces the idiom „ხელს ნუ გაისვრი"; "New-hatch'd unfledged comrade" means „ახლად გამოჩეკილ შეუბუმბლავ ახალგაზრდას". Machabeli uses another form of the same meaning: „ახალგაზრდა, რომელსაც დედის რძე ჯერ კიდევ ტუჩებზე არ შეშრობია". This is the creative way of translation.

The next phrase we would like to discuss one of the phraseological unit which is related to the "Youth" is **"Salad days".** It is easy to guess its meaning through the words as 'Salad' is associated with something fresh, something new as well as unexperienced or immature. This phrase is considered to be a Shakespearean idiom who made the first known use of it in his 1606 play Antony and Cleopatra. In the speech at the end of Act One in which Cleopatra is regretting her youthful dalliances with Julius Caesar she says, "...My salad days, / When I was green in judgment, cold in blood/To say as I said then!" This phrase become popular in the middle of 19th century. Later Queen Elizabeth II used the phrase during her Silver Jubilee royal address in 1977, referring to her vow to God and her people when she made her 51st birthday broadcast: "Although that vow was made in my salad days, when I was green in judgment, I do not regret nor retract one word of it."

Equivalent of this phrase in Georgian language can be the following words: **"ადრეული ახალგაზრდობა", "სიყმაწვილის წლები", "ყმაწვილკაცობა", "ყრმობა",** though we could not find out the phraseological units.

The following phraseological unit related to the category of "Middle age" is **"no spring chicken"** has been used since the 1700s. This phrase is often directed at women. Its Georgian counterpart is **„ზრდასრული":**

"That actress is no spring chicken, but she does *a* pretty good job of playing *a* twenty-year old girl. Jane: How old do you think Robert is? Jill: Well, he's certainly *no spring chicken"* (ფ.ო.ლ.)

The middle age is also marked by the unit **"the old gray mare".** The unit was first recorded in Stephen Foster's song about a 19th century

horse race horse called Lady Suffolk. The song begins with "She ain't what she was years ago." In English culture, Lady Suffolk is associated with an elderly woman.

More phraseological units are considered to be belong to the last part of the lifespan, to the "old age", for instance in the Georgian language, we have such a unit as **„სიკვდილისაგან დავიწყებული":**

„დედაბრები კვირტებგამოჩითული კაკლის ხის ძირას ჩამომსხდარან.

  - აბა დღეს როგორ ხასიათზე ხართ, დიდედებო! - მათ წინ გაიჯგიმა ჯლუნაი.

  - აბა როგორ ვიქნებით, შვილო, **სიკვდილისაგან დავიწყებულნი**" (გოდერძი ჩოხელი, „სიცოცხლის საგალობელი").

The following English phrase can be its equivalent - **"sewn to the sky"** though more definite phrase related to this is **"ცას** გამოკირებული".

Another phrase, which we would like to discuss ''**young at heart** '' that describes a person as having traits associated with young people, such as hopefulness, optimism, energy, or enthusiasm. The first records of the phrase *young at heart* come from around 1714. The phrase *young at heart* plays on this usage, stating that a person (who probably isn't young) has the heart of a young person. This phrase can be understood both in negative and positive meanings. Although older people's age, they are never hopeful or energetic, instead they can be full of energy in the physiological way and be more optimism and open to challenges or any innovations on their lifespan. Moreover, it can be used to state that an older person still has all of the positive qualities they had when they were younger or that they enjoy things such as toys, games, and playgrounds that are more often associated with children.

In Georgian language we have its equivalent **„გულით ახალგაზრდა'', „გული არ ბერდება''** – these have the same semantic meaning as they are in English language. In short, in both languages these phrases are so well established that anyone can easily tell its meaning and use in the contact without mistake. Moreover, it can be proved that in both languages this body part plays so important meaning than other parts of the body.

It was interesting to find out that there are some flowers to be associated with the death in English culture, particularly daises; and here is the phrase: ''push up daisies''.

The Clare Journal, and Ennis Advertiser (Ireland) of 9th August 1838 published this poem:

> TO MARY.
>
> "Ah! then Mary my jewel,
> Why were you so cruel
> To be off to the Sea, and leave L all alone,
> To grieve and to sigh,
> And at long run to die [...]!
> [...]
> Then Mary my darling
> Pray do now take my warning,
> And make no more conquests with your chin or your nose,
> For as sure as a gun*,
> If we meet I'm undone,
> And **under the daisies you'll cock up my toes**."[2]

In general, daisies were considered to be a sign of purity. They grew easily and were often planted on graves. The expression *pushing up daisies* gained popularity because of its use by British troops during World War I as a euphemism for death. However, the link between daisies and death (particularly innocent death) is much older than that. The Celtic poet Ossian wrote how unborn children would return to the ground as flowers.

As for in Georgian literature, we can remember the novel "Natvris Khe" by Giorgi Leonidze (1962):

- „ყოველივე წალეკილი იყო „ზვირთთაგან მღელვარისა ამის მიუნდობლის საწუთროსათა".

- აღარც ერთი ხე აღარ გადარჩენილიყო მარიტას ეზოში.

- მხოლოდ ძველი კერის ადგილზე თავისით ბროწეული ამოვარჯკარებულიყო.

- ჩემს წინ ახლად აყკავებული, ცეცხლისფრიანი ბროწეულის ყკავილი მილიმოდა, მარიტას სახესავით ალაკრული!

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https://grammarist.com/usage/pushing-up-daisies/

- ვუყურებდი მხიარულ, მზიან ყვავილს და არა მჯეროდა, რომ მარიტა აღარ ამშვენებს დედამიწას! არც ის მეჯერებოდა, რომ ამ მტვერსა და ნაგავში ასეთი ბრწყინვალე ყვავილიანი ხე ამოსულიყო თავისით!

- მართლაც, საიდან მოდის სილამაზე? ან სად მიდის? სად იკარგება, თუ დროებით მიეფარება?

- ვინ იცის?!"[3]

Though, in the novel pomegranate flower and its tree does not directly link with the "Age" category, as links with the concept "beauty", the researcher considered that the beauty defeated the death, that it can exist in any condition despite unbearable circumstances.

6. Conclusion and Recommendations

After the analyzes of phraseological units related to "Age", we can conclude that in relation to age, both negative and positive connotations are observed in the studied languages: **„ახალგაზრდა სისხლი", „ბებერი ლომი", „ბებერი ხარი"** (positive connotation), **"wet behind the ears", "young blood", "old chap", "one's" old Dutch"** (positive connotation)**„დედის რძე/ხსენი არ შეშრობია ტუჩებზე", „ცას გამოეკიდა/გამოეკერა", „ბებერი ძაღლი"** (negative connotation), **"There's many a good tune played on an old fiddle", "There's life in the old dog yet"** (positive connotation).

Moreover, the associative connection between old age and experience can be seen in both research languages, however, compared to the English language, the linguistic objectification of the mentioned connection is much sharper in Georgian. One of the criteria for the sharpness of linguistic objectification is the quantitative index of units - the number of fixed units in Georgian exceeds the number of fixed units in English**: "An old dog barks not in vain"** – „ბებერი ძაღლი ტყუილად არ იყეფებს"; „ბებერი ხარის რქა უკეთ ხნავსო**"; „ხან**დაზმულ კაცს სიზმარიც დაეჯერება"; „ბერიკაცის ნათქვამიო, ბევრჯერ არის მართალიო" და ა.შ.:

"If he was observed too much, he would retire behind something and stay there until he judged the party's interest had found another object. I never have seen another dumb creature that was so morbidly sensitive. Bayard Taylor, who could interpret the dim reasoning of animals, and understood their moral natures better than most men, would have found some way to make this poor *o l d   c h a p* forget his troubles for a while, but we have not his kindly art, and so had to leave the raven to his griefs" (Twain Mark "A Tramp Abroad" - Chapter 18).

Finally, as a result of the analysis of the nominative field, it was revealed that between the word-identifier of the field and the elements included in the field, there is a relationship with the same degree of connection power, which we conventionally call "conceptual analogy". The identical degree of strength of connection between the word-identifier of the field and the elements included in the field implies the existence of an identical, so to speak, semantic "distance", which is manifested in the non-graduality of the field's structure - the fact of the presence of mutually non-dominant segments in the field.

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3   https://eon.ge/wp-content/uploads/2018/12/%E1%83%92%E1%83%98%E1%83%9D%E1%83%A0%E1%83%92%E1%83%98-%E1%83%9A%E1%83%94%E1%83%9D%E1%83%9C%E1%83%98%E1%83%AB%E1%83%94-%E1%83%9C%E1%83%90%E1%83%A2%E1%83%95%E1%83%A0%E1%83%98%E1%83%A1-%E1%83%AE%E1%83%94.pdf pp. 110-111

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The Peculiarities of the English Idioms about Mother

Lela Ebralidze, Ph. D. (Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia)

ABSTRACT:

As it is known, idioms offer a deeper insight into the history, worldview, social and cultural norms and values of their users. From numerous idioms used by English speakers, the present paper examines the group of expressions about Mother. Such choice is based on the importance of the concept of mother, namely, the fact that the speakers' attitude towards Mother can reveal many interesting facts about them. It is noteworthy that the number of English idioms involving the word "mother" is quite large. The expressions are classified according to their figurative meanings and the areas of their usage. Based on semantic classification of idioms made by different scholars, "mother idioms" are analyzed from the point of view of transparency. The groups of opaque, semi-transparent and transparent expressions are distinguished. Such classification demonstrates the transparent and universal nature of most expressions, while few of them are opaque. Considering the definition of an idiom, which is an expression whose meaning is different from the individual meanings of its constituents, it is remarkable that the word "mother" has retained the associations connected with the concept it denotes. Thus, the essence of Mother is not changed, but one of its lexical meanings is realized providing a clue to the interpretation of the expression and emotionally enriching it. That stresses the strength and significance of the word "mother" and the concept it stands for.

Key words: *idioms, mother, figurative meaning, transparent, universal*

Introduction

The present paper deals with the English idiomatic expressions about mother. Considering the fact that apart from making communication more effective and creative, idioms provide insight into the history, cultural understanding, social norms and beliefs of their users, it is interesting to look at numerous English idioms about Mother. The study of such idioms can reveal the attitude of native English speakers to mothers, their worldview, values, norms of behavior and other aspects. It is remarkable that "mother idioms" appear in various areas of everyday life conveying different meanings; based on those meanings and the areas of their usage we have classified them into several groups. We have also examined them from the point of view of transparency according to semantic classifications of idioms suggested by different scholars.

Before we deal with particular idiomatic expressions, it would be reasonable to review the general definition and characteristics of idioms as a category. So, what is an idiom? Here are some definitions:

"An idiom can be defined as a number of words which, when taken together, have a different meaning from the individual meanings of each word" [Seidl & McMordie 1988: 12–13]

Idioms are "frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components" [Baker 1992: 63].

 "Two or more words together that, as a unit, have a special meaning that is different from the literal meaning of the words separately" [Brenner 2003: 4–5].

So, an idiom is formed through combination of certain words, whose meanings do not usually determine the meaning of the whole expression, instead, an idiomatic expression takes a figurative meaning different from the meanings of its parts. On the other hand, not all idioms can be treated as non-literal, pure idioms ignoring the meaning of their components, but some of them are partially or fully compositional (semi-idioms and literal or transparent idioms) [Strakšiene 2009:14], which means that their meanings are partially or fully conditioned by the meanings of their constituent parts.

A number of scholars offered their versions of semantic classification of idioms, which are quite similar, except the names given to the above-mentioned three groups. Since it is impossible to cover all such classifications, we would confine ourselves to naming just a few of them. For example, in the article "One Approach to Idioms and Their Peculiarities in the English language" the Georgian scholars Nino Kemertelidze and Meri Giorgadze distinguish idioms according to their usage and offer their semantic classification. [URL:http://dx.doi.org/10.19044/esj.2020.v16n11p13]. Since our interest mostly lies in the semantic categories of idioms, we found their classification of idioms in terms of informativity, motivation and strength quite notable. These two scholars "consider that an idiom is non-informative if neither of its components provides us with any kind of information or gives us even a hint concerning the meaning of the idiomatic expression", for example "an arm and a leg" used to describe something very expensive. They "suggest that an idiom can be partially informative if at least one of its components gives us the clue about the meaning of an idiom," for example "a sweet tooth" referring to someone very fond of sweets. As for the third class, they "consider that an idiom is informative if all its constituent elements give the definite idea about the idiomatic expression," e.g., "heart of gold." Further, they distinguish idioms based on their motivation, or the logical relation between their constituent parts identifying non-motivated ("full of beans"), partially motivated ("big cheese") and motivated ("flesh and blood") categories. "Under the strength of an idiom" they "imply the emotion that it provokes in a person [ibid.].

The above classification of idioms is innovative and original. However, there are some versions that are different from the commonly accepted variant. In the article "A Semantic and Lexical-Based Approach to the Lemmatisation of Idioms in Bilingual Italian-English Dictionaries," Chris Mulhall categorizes idioms as pure idioms (non-compositional or semantically opaque), figurative idioms (non-compositional, logically interpretable) and semi-idioms (partially compositional). We have already spoken about pure idioms. As for figurative idioms, they "also have a non-compositional meaning but there is a more plausible link between their literal and figurative senses than pure idioms. For example, the underlying sense of futility in the phrase to carry coals to Newcastle is comprehensible by placing the action in a literal context." [https://www.euralex.org/elx_proceedings/Euralex2010/129 _Euralex_2010_9_MULHALL_A%20Semantic%20and%20 Lexical-Based%20Approach%20to% 20the%20L emmatisation%20of%20Idioms%20in%20Bilingual%20Italian-Eng.pdf]. The third group, "semi-idioms comprise of at least one literal and one figurative component, which gives them an overall partially compositional meaning. The presence of a literal element makes them both the most interpretable and least idiomatic of all three categories. An example of a semi-idiom is to cost an arm and a leg with the verb element, to cost, preserving its literal sense when used in this idiomatic expression" [ibid.]. Thus, as we can see, Mulhall does not mention literal or transparent idioms, which are also called fully compositional or informative.

Idioms about "mother"

In this chapter, we will examine the idioms containing the word "mother" from the point of view of their interpretability (to find out under which category they fall) and the semantic contribution of the word "mother." For that purpose, we need to see the lexical meaning of the word "mother."

mother n.

- woman who has given birth to a child (also used as a term of address to your mother)

"the mother of three children"

synonyms: female parent

Antonyms: begetter, father, male parent

examples:

Blessed Virgin

the mother of Jesus; Christians refer to her as the Virgin Mary; she is especially honored by Roman Catholics"

- a term of address for an elderly woman

- a term of address for a mother superior

type of: abbess, mother superior, prioress, the superior of a group of nuns

- a condition that is the inspiration for an activity or situation

"Necessity is the mother of invention"

Type of: inspiration, arousal of the mind to special unusual activity or creativity

- a stringy slimy substance consisting of yeast cells and bacteria; forms during fermentation and is added to cider or wine to produce vinegar

Type of: a commercial leavening agent containing yeast cells; used to raise the dough in making bread and for fermenting beer or whiskey.

[https://www.vocabulary.com/dictionary/mother]

- mother of pearl n.

an iridescent substance that naturally appears in certain mollusk shells. It is often used as a

decorative material for items like buttons and jewelry.

"The mother of pearl earrings you gave me for my birthday are so beautiful!"

[https://www.dictionary.com/browse/mother-of-pearl]

mother v.

- care for like a mother

synonyms: fuss, overprotect

type of: care, give care, provide care for

- make children

synonyms: beget, bring forth, engender, father, generate, get, sire

type of: create, make, make or cause to be or to become

[https://www.vocabulary.com/dictionary/mother]

Based on their figurative meanings and the area of their usage the idioms about a mother can be divided into the following groups:

- *Idioms used to describe weather*

(a bit) black over Bill's mother's

Said when the sky is dark and cloudy, and it is likely to rain. Primarily heard in UK.

Example: You better get that stuff off the lawn – it is looking a bit black over Bill's mother's.

Mother Carey is plucking her chickens

It is snowing. This phrase alludes to "Mother Carey's chickens," which is what sailors call birds they believe are indicative of poor weather. https://idioms.thefreedictionary.com/mother

Mother Carey's Chickens [Mateshvili, 2022:272] - Tales of the sea often make reference to "Mother Carey's Chickens," tiny birds found far off-shore that would dart and flit about skimming the waves, fearless and indifferent even in the tempest of a roaring gale. [https://nha.org/research/nantucket-history/history-topics/mother-careys-chickens-come-home-to-roost-on-nantucket/#:~:text=It%20goes%20on%20to%20say,by%20Mother%20Carey%20in%20Sconset!]

- *Idioms used to describe a mother*

tiger mother

A particularly strict mother who makes her child or children work very hard in school in order to achieve success. Said especially of mothers of Asian descent. Example: My friends and I always joke about how the only reason we got jobs was because our tiger mothers made sure we never took a day off from our studies.

refrigerator mother

A mother who is especially cold and distant toward her children. The "refrigerator mother" was once seen as a contributing factor in autistic children. Example: I'm always really trying to be more affectionate to my children, so as to not be seen as a refrigerator mother.

- *Idioms used to describe people generally*

earth mother

1. A female goddess of fertility. Example: Since I still haven't gotten pregnant, I've started praying to an earth mother.

2. A particularly nurturing and/or fertile woman. Example: My yoga teacher is so kind and warm – she's a real earth mother. My sister has five kids already, and now, she's pregnant again! She's practically an earth mother.

a mother hen

A person who looks out for the welfare of others, especially to a fussy, intrusive, or overprotective degree. Example: Jenny can be a bit of a mother hen when we're out at the bars. I wish she would just relax a little and let us have a good time!

a mummy's/mother's boy

A boy or man who is particularly close with his mother to the point of being overly dependent on her.Primarily heard in UK, Australia. Example: Lynn dumped Mark because he was such a mummy's boy and always ran to her to fix his problems.

like mother, like daughter/son

Said when a daughter/son takes after her mother in terms of mannerisms, interests, behavior, etc.

Tammy's headstrong and impatient – like mother, like daughter.

brother from another mother

slang. A male friend with whom one has a very strong bond and emotional connection. Example: Darrell and I have been best friends since we were kids. He's basically my brother from another mother. **dog's mother**

a bitch; a bitchy person. (Euphemistic.) Example: If Sally insists on being a dog's mother on this matter, I'll tell her what I think of her.

a face (that) only a mother could love

A face that is strikingly or shockingly unattractive. Example: His physique was remarkable, but unfortunately he was cursed with a face that only a mother could love.

be tied to (one's) mother's apron strings

To be controlled or dominated by one's mother. Example: Can you make a decision on your own, or are you tied to your mother's apron strings?

- *Expressions about people's qualities, skills and behavior*

be mother to pour tea or serve food, as it was traditionally the mother who served such things in the household. Most often used in the phrase, "Shall I be mother?" Primarily heard in UK. Example: The tea is ready, shall I be mother?

learn about (something) at (one's) mother's knee

To learn something from one's mother, typically when one is a child. Example: I learned about baking at my mother's knee when I was just a girl.

(one) would sell (one's) (own) mother

One would betray or exploit even the closest people in one's life in order to do something. Example: These greedy CEOs don't care about the people they exploit or the damage they do to the environment. They'd sell their own mothers if it would make them a profit.

(Do) you kiss your mother with that mouth?

Said to someone using expletives or other inappropriate language. Example: Wow, those are some mighty vulgar words for a 10-year-old to know. Do you kiss your mother with that mouth, young man?

- *Expressions where "mother" means "native"*

the/(one's) mother country

The country where one was born of one's family came from. Example: We set up this community center so immigrants could have a place where they felt connected to their mother country.

the/(one's) mother tongue

The native language of one's home country. Example: It's a shame how you have turned your back on your culture and heritage – your children don't even know their mother tongue!

- *Personification of natural forces*

Mother Nature

A personification of the natural world, sometimes thought of as the force that controls it. Example: Look at the wonders that Mother Nature provides, from fruit and vegetables to beautiful mountains and oceans.

mother nature's

Used to draw a comparison between something manmade and something that occurs in nature. Example: What do we need a blanket for? We'll sit in the grass – it's mother nature's carpeting. [https://idioms.thefreedictionary.com/mother]

- *Inborn qualities and marks*

mother wit [Mateshvili, 2022:272]

Innate intelligence or common sense. [https://www.merriam-webster.com/dictionary/mother%20wit]

mother's mark [ibid.]

a congenital mark upon the body; a birthmark; a nevus. [https://www.thefreedictionary.com › Mother's+mark]

- *Source of inspiration, initiator, source*

Proverbs are usually considered as a group different from idioms as unlike the latter, they give advice. However, many proverbs are idiomatic and we have included them in our classification.

Diligence is the mother of good luck

Hard work produces opportunities for success and good fortune. Example: A: "Adam is so lucky to have gotten a book deal." B: "Well, diligence is the mother of good luck, and he does spend most of every single day writing."

Experience is the mother of wisdom

Most wisdom is gained by experiencing different things (compared to acquiring knowledge through schooling or other means). Example: a few years ago, I couldn't even get behind the wheel without having panic attacks, but with practice, I'm much calmer and can drive with no problems. Experience is the mother of wisdom after all.

Necessity is the mother of innovation

The need for something tends to spark creative thinking and action. A less common variant of the phrase "necessity is the mother of invention." Example: A: "I think she'll come up with a solution if we stop stepping in to help her." B: "That's a good point – necessity is the mother of innovation, after all."

mother lode

1. In mining, the main source of a mineral in a given area. Example: We haven't hit the mother lode of silver quite yet – but we will!

2. an abundance of something. Example: I wasn't looking to expand my record collection, but I sure hit the mother lode when I cleaned my parents' attic!

- *Founder, provider, contributor*

founding mother (of something)

A woman who was instrumental in the creation or pioneering of something. Example: The founding mother of the corporation is one of the few female billionaires in the world. [https://idioms.thefreedictionary.com/mother]

"Mother of States"

Example: Virginia is also known as "Mother of States" because eight other states, including Illinois, Indiana, Kentucky, Michigan, Min-

nesota, Ohio, West Virginia, and Wisconsin, were partially or totally carved from its original land. [https://www.sheppardsoftware.com/usaweb/snapshot/Virginia.htm]

- *The place where someone or something was born/created*

"The mother of parliaments" is a phrase coined by the British politician and reformer John Bright in a speech at Birmingham on 18 January 1865. It was a reference to England. His actual words were: "England is the mother of parliaments". [https://en.wikipedia.org/wiki/The_mother_of_parliaments]

"Mother of Presidents"

The state that produced the most U.S. presidents is Virginia. Eight US presidents were born in that state. Very close behind Virginia is Ohio, which produced seven presidents. For this reason, these states are sometimes called "The Mother of Presidents." [https://www.rd.com/article/most-presidents-born]

- *The most significant item within the group of similar items*

be the mother of all (something)

To be the largest, most extreme, or ultimate example of a particular kind of thing. Often used facetiously or hyperbolically. Example: Ugh, that was the mother of all traffic jams. I was stuck on the highway for nearly an hour!

- *Something one considers vital because it is necessary or enjoyable*

mother's milk [Mateshvili, 2022:272]

1. something regarded as absolutely necessary or appropriate.

Example: "The bottom line is work and that is mother's milk to any performer" [https://languages.oup.com/google-dictionary-en]

2. a thing that a person really needs or enjoys

Example: Jazz is mother's milk to me. [https://www.oxfordlearnersdictionaries.com/definition/english/mother-s-milk]

- *Expressions denoting a large quantity*

everybody and his/their mother

A phrase used hyperbolically to express a large number or a majority of people. Example: I just wanted a small dinner party and now you've invited everyone and his mother!

every mother's son/every mother's son of them

Everyone in a particular group. The phrase is not only used exclusively in reference to men.

Example: I don't know how many people live *in* this city, but every mother's son *of* them was riding the subway with me this morning!

- *Negative expressions stressing the age difference between a man and his female partner*

(One) could be (someone's) (parent/grandparent)

Example: He's going out with Mary from the legal department? But she could be his mother!

   (one) is old enough to be (someone's) (parent/grandparent)

Example: How could you find her attractive – she's old enough to be your mother!

- *Expressions showing annoyance:*

the cat's mother

old-fashioned. A phrase used in several reprimands given to someone for using the third-person pronoun "she" instead of a proper name. Example: A: "Oh, and she was there too." B: "She's the cat's mother. To whom are you referring, child?"

- *Insults*

Your mother wears army boots

Examples: A: "You're *a* clod!" *B:* "Oh yeah? Well, you're mother wears army boots!"

Your mother!

Slang. A general insult used especially in response to a criticism or offense from someone else.

Example: A: "You really ought *to* lay off those donuts, don't you think?" *B:* "Your mother!"Boom, slam dunk, *baby!*

Your mother!

Some mothers do have them

dated. An expression of reproval of someone for being foolish or inept. Primarily heard in UK.

Example: The idiot ran right *in* the middle *of* the road *to* pick *up* his hat, causing several cars *to* nearly crash *as a*

result. *I* tell you, some mothers *do* have them!

- *Exclamations*

(Holy) Mother of God/sweet Mary, Mother of God/ sweet Mary, Mother of Jesus

An exclamation of alarm, amazement, or exasperation. Examples: Sweet Mary, mother *of* Jesus, *I* thought that car was going *to* hit me! Oh, sweet Mary, mother *of* Jesus - could you work any slower?

- *Proverbs – truisms about life*

Mother knows best

cliché. an assertion that a mother instinctually knows the right course of action in any given situation. Example: Well, mother knows best. If she thinks the baby is sick enough to need a doctor, then he's sick enough to need a doctor.

He that would the daughter win, must with the mother first begin

Proverb. If a man has romantic feelings for a particular woman, and especially if he has aspirations of

marrying her, then he better make a positive impression on her mother. [https://idioms.thefreedictionary.com/mother]

Mothers' darlings make but milksop heroes [Mateshvili, 2022:272]. a proverb meaning that a mother's boy can never become a hero.

- *Sometimes oaths, rhymes, and planetary mnemonics are considered among idioms, so we have provided a few of them*:

to swear on one's mother's life/grave

Examples: I swear on my mother's life I didn't do that.

Janet has sworn *on* her mother's grave that she wasn't the one *to* betray me, and *I* believe her.

Step on a crack, break your mother's back

A children's rhyme about the superstitious belief that stepping on a crack, as in the sidewalk, will

cause one's mother's back to break.

My Very Eager Mother Just Served Us Nine Pizzas

A mnemonic device for remembering the names of the eight planets: **M**ercury, **V**enus, **E**arth, **M**ars,

Jupiter, **S**aturn, **U**ranus, and **N**eptune, as well as the dwarf planet **P**luto. [https://idioms.thefreedictionary.com/mother]

Semantic categorization of "mother idioms"

It is interesting to categorize "mother idioms" according to their transparency or informativity. Let us begin from **pure or opaque idioms**, which are very few among the above expressions. We would name the ones used to describe weather especially "Mother Carey is plucking her chickens" and the phrase "Mother Carey's chickens." As for "It's (a bit) black over Bills mother;" it is non-informative as well, except the adjective "black" and the adverb "over" provide some hint about being dark. Still, it is difficult to guess the meaning of that idiom.

Many of the expressions examined in this paper could be considered as **semi-informative or semi-transparent**, when some constituent part of an expression provides a clue to its meaning, but the expression is not fully transparent or literal. For example, "mother wit" means the common sense, or innate wit, the intelligence one is born with, just like "mother's mark" means a birthmark, thought the latter seems easier to understand. Another expression, "mother's milk" meaning something absolutely necessary or really enjoyable sound understandable, since mother's milk is essential for a human. However, for Georgian speakers "mother's milk" occurs in different idioms: „პირზე დედის რძე არ შეშრობია"("mother's milk has not dried on his lips", the equivalent of "wet behind the ears") and „დედის რძესავით შეერგო", meaning, "It was as good and beneficious for him/her as mother's milk." Respectively, they might have different associations. The expression "be mother" may also be interpreted in different ways, as "to mother" means to have children and nurture them, while "to be mother," mostly encountered in offers like "Shall I be mother?" means to pour someone tea or serve them food is not easy to understand out of context. Generally, context, playing an important role in understanding the meanings of ordinary words, is even more essential for guessing the meanings of the words used figuratively, including idioms.

We would like to single out some expressions having negative connotation or expressing annoyance. For example, "the cat's mother" is not as transparent as "a dog's mother", which is a bitch and has a similar meaning of a malicious woman. In the expression "She is the cat's mother" expressing irritation at someone referring to a female as a "she" and not saying her name, the word "cat" seems to be used randomly, carrying no connotation at all. The expression "Your mother wears army boots" is meant as a vague insult, its "meaning is somewhat uncertain, and two explanations have been given. After World War II, army shoes/boots were sold in surplus stores, so the insult could mean that the mother is poor. Another explanation is that the mother got the army shoes/boots by having affairs with army men." [https://www.barrypopik.com/index.php/new_york_city/entry/your_mother_wears_army_boots]. As army boots are not proper for a woman to wear, for those who do not know its meaning, it can sound strange and negative, but wearing army boots could also be associated with strength and firmness of a brave woman. "The British phrase some mothers do have 'em and variants such as don't some mothers have 'em are used to express exasperation, derision, etc., at a person's perceived clumsy, erratic or idiotic actions or behavior" [https://wordhistories.net/2019/09/24/some-mothers-have-em/]. This expression sounds ironic and obviously carries negative connotation, although it does not directly say anything negative, so, it cannot be regarded as transparent.

The expression "be mother of all (something)" stresses one quality of a mother, particularly, being the most important, incomparable or outstanding. Hence, in the above expressions, "the mother of all (things)" means the largest, most extreme, or ultimate example of a particular kind of thing. In the idiom "mother lode" "mother also means "the main", the whole expression denoting the main metal ore or rich source of something. These idioms are almost transparent, as their meanings are quite easy to understand.

The rest of the idioms can be considered as **informative or transparent**. some of them are universal, like: (mummy's) mother's boy; would sell one's own mother; one' mother country/tongue; Mother Nature; could be someone's mother/is old enough to be someone's mother; to swear on one's mother's life/grave. In terms of transparency, proverbs come first as in them the word "mother" is used in its non-figurative sense. Let us look at the following examples: "Diligence is the mother of good luck;" "Experience is the mother of wisdom;" and "Necessity is the mother of innovation." In these expressions, one of the lexical meanings of "mother" ("source of inspiration") is realized. In other proverbs "mother" is used in its literal sense too: "Mother knows best;" "He that would the daughter win, must with the mother first begin;" and "Mothers' darlings make but milksop heroes."

One group of "mother idioms" are metaphoric, mostly using animal images to stress certain qualities a mother might have, e.g., "tiger mother" means a very strict mother, "refrigerator mother" is a cold and distant mother, "mother hen" is someone overprotective to others, "dog's mother" is bitchy etc. These idioms are informative because the metaphors they employ are transparent. For example, "be tied to (one's) mother's apron strings" is metaphoric, but clear and easy to understand. Other transparent expressions are: "like mother, like daughter/son;" "brother from another mother;" "a face (that) only a mother could love;" "learn about (something) at (one's) mother's knee;" "(Do) you kiss your mother with that mount?" "mother's mark;" "founding mother" (where "mother" means a "woman"); "the mother of parliament" (meaning the place where parliament was established); "mother of Presidents" (meaning the birthplace of presidents); "Mother of States" (Virginia, from whose land eight other states were carved).

The idioms "everybody and his/their mother" and "every mother's son/every mother's son of them," expressing a large number of people (with somewhat negative shade of meaning) are also transparent.

Needless to say in the exclamations "(Holy) Mother of God sweet Mary!" "(Mother of God) sweet Mary!" and "Mother of Jesus!" the word "mother" is used in its literal sense.

Conclusion

We have classified the idioms about mother in terms of their figurative meanings and the area of their usage and examined them in terms of semantic meanings, particularly divided them into the groups of opaque, semi-transparent and transparent expressions. The smallest group is opaque, and most of them seem to be transparent, as they are easy to understand, some of them being universal and others employing clear metaphors or using their component words in their literal sense. From this, we could conclude that in most cases, when the word "mother" is used in idiomatic expressions, its essence is not changed, but one of its meanings is realized providing a clue to the interpretation of the expression. Such meanings and associations connected with "mother" are **"a giver of life and care," "the source of inspiration," "the most significant," "incomparable," "native," "inborn," "birthplace"** and others. The great number of "mother idioms" and their meanings reveals the attitude, namely, high esteem of native English speakers for mothers. Moreover, the fact that "mother" retains its meaning and enriches the above-mentioned expressions with its connotation and associations (while when used in idioms, most words generally fail to influence the meaning of the whole expressions) distinguishes it as a very strong and significant word in the English language, and stresses the significance of the concept it stands for.

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Identifying Learning Barriers among Military Students while Teaching Collocations

Megi Sabanashvili , PhD student (International Black Sea University, Georgia)

Abstract

Teaching collocations provides military students with a better preparation for the service in Georgian military forces. If officers, non-commissioned officers and professional soldiers master military collocations specific to their branch of specialty (land, air or naval force), it will give them the opportunity to communicate fluently with their international partners in various trainings, joint exercises and multinational missions.

The program cannot succeed without understanding the intrinsic and extrinsic barriers military students face while learning collocations. Recognizing the characteristics of the military students creates needs and priorities that require special attention when designing English courses. This study emphasizes the significance of collocations in military students' communicative competence and presents an empirical analysis of the learning barriers military students encounter when learning collocations. The study promotes the idea that the interactive teaching methods can provoke military students' interests and enthusiasm in military classes and break down the barriers in collocation learning. The findings of the study have pedagogical implications for teaching and learning collocations in a military context.

1.   Introduction

Today, education is an internal part of the military sphere. Language learning is regarded as one of the main priorities in military defense. When military personnel are not on a specific mission (war/conflict or humanitarian operations), they are constantly in a learning mode, whether on the job training or language course. The language study in Georgian military classes is focused on military people's needs. It enables them to carry out their national defense interests and prepares them for international contacts. The participants on the English language course are the military personnel who participate in international training exercises, humanitarian and peacekeeping operations, military briefings or conferences, and interact with NATO and non-NATO partners in English. English language teaching to military personnel is the principal aim of their further professional development.

The main objective of English language instruction in military settings is to master language as a way of communication and to develop professionally oriented communication skills. Through the improvement of their communicative competence, military students can be fluent in both general English and the operational language, which focuses on military-related topics to help them achieve fluency and accuracy in military contexts. The English language skills are seen as critical operational capabilities for Georgian military personnel to actively participate in peacekeeping and humanitarian operations. The development of communicative competence in English as a foreign language in Georgia depends on many factors, including curriculum, teaching methods, environment, teachers and learners themselves. To become communicatively competent in English, military students need to learn specific word combinations in addition to grammar and vocabulary. As Hill (2000) believes, explicit collocation instruction can help students acquire productive knowledge, and collocation learning is likely to have a positive effect on students' motivation, as their collocation competence will increase their communicative competence. Accordingly, it is a good idea to combine collocations into vocabulary instruction to help military students expand their vocabulary range and enhance their communication skills in English language. Nation (2001) states that 'Collocations are considered to be a central aspect of communicative competence''(p. 315). Collocations speed up language comprehension and ultimately increase military students' English language proficiency. Michael Lewis (1997) claims that '' fluency is based on the acquisition of a large store of fixed and semi-fixed pre-fabricated items, which are available as the foundation for any linguistic novelty or creativity" (p.15). In the process of learning collocations, military students experience some barriers that hamper their collocational competence. To meet these challenges, teachers should study psychological traits of military students and develop their strengths. Teachers also need to choose such effective teaching approaches and techniques that will facilitate military students' assimilation process.

2.   Psychological characteristics of military students

The psychological principles of a foreign language teaching are closely related to teaching English. Education psychologists analyze the learner's emotional, social and cognitive development, and use the findings to improve the language learning process. As Garrett and Young (2009) point out: "affect and emotion are terms that have been in the shadows of discussions of classroom foreign language learning, where the primary focus has been on the development of knowledge and use of the new language"(p. 209). The individual differences broaden and solidify, as people get older. It is impossible to treat adult learners like children. The studies on personality traits are based on the idea that learners bring to the classroom not only their cognitive abilities but also their emotional situation, which influences how they acquire a language. The ideas, attitudes and values are the distinguishing personal characteristics that learners bring to the language learning situations. Ramsden (1992) states "... we can never assume that the impact of teaching on student learning is what we expect it to be. Students' thoughts and actions are profoundly affected by the educational context or environment in which they learn. ... Good teaching involves striving continually to learn about students' understanding and the effect of teaching on it" (p. 6) . Hence, before designing or implementing learning pro-

grams, teachers should become acquainted with the characteristics of the adult learners. The empirical studies showed that effective foreign language acquisition depends on military students' psychological characteristics. Military students bring a variety of positive characteristics to the classroom. They are generally motivated and instinctively engaged in autonomous learning. Ponton & Carr (2000) defines autonomous learning as "the characteristic of the person who independently exhibits agency (i.e., intentional actions) in learning activities" (p. 273). As Mensch & Rahschulte (2008) claim military learners, whether they stay in the military or leave it, have found that autonomous learning is essential to their professional lives—it is part of their culture. They are motivated and naturally engaged in autonomous learning — indeed, this type of behavior distinguishes them.

Military students typically exhibit maturity and richness of life experiences. They may differ significantly from regular students in terms of their particular experiences and traits. Hart and Thompson (2020) mention that "varied cultural experiences and broader worldviews" veterans brought to their classes (p. 4). The prior experience could be a valuable advantage in the learning environment. Using learners experience and prior knowledge during interactions and discussions help military students become more confident, communicative and empowered learners. Harmer (2007) emphasizes the value of incorporating adult life experience into the educational process. This can be done by involving various alternative methods, such as tasks, projects, research, simulating real-life situations, etc., or by incorporating a wide range of learning strategies into the learning process (p. 85). It is important to motivate military students to write about or discuss their experiences. Military students can combine the subject they are currently studying and what has already been done by reflecting on and critically evaluating.

Military students generally exhibit a high level of motivation in starting and completing the language course. A range of studies has investigated motivation as a psychological aspect in learning English as a foreign language. Johnson and Johnson (2003) evaluate motivation as a "driving force" which moves one to their desired goals (p. 17). Motivation is a critical factor in education and motivational elements are often a feature of such learning environments. The educational experience offers intrinsic and extrinsic motivation. Intrinsically, military students' establish personal learning goals for the course and align expected outcomes with personal goals. Knowls (1984) claims that adults are partially motivated extrinsically, they are seeking promotions and better jobs. Brown (2007)   supports the intrinsic motivation in language teaching. He asserts that the intrinsic motivation originates within the learners, while the extrinsic one is caused by external factors. The learners with intrinsic motivation take part in a task for its own sake, not for any external or material benefit. They enjoy and benefit the activity itself. On the contrary, the externally motivated students perform in a task for some external benefit such as passing an exam, winning a prize, etc. Extrinsic rewards are associated with accomplishment of tasks in military students. They may see completing a course as a significant benefit in gaining promotion or a higher officer rank. According to Muller and Louw (2004), extrinsic motivation is determined by some external contingency, such as good grades or the avoidance of negative outcomes. Military students are pragmatic and practical. They have to see the relevance, value and advantage of the learning activity they take part. They are properly engaged in learning when it is clearly relevant to them, especially when it relates to their goals, roles, work or interests. **When students are practical,** they need knowledge that can be immediately applicable to their professional needs. They generally prefer practical knowledge that will develop their skills, boost their confidence, and facilitate their work. **They set clear** goals, **make very relevant contributions** and come in the learning process with a results-oriented mindset. **They prefer learning** materials that are built on real-world scenarios, case studies and problem solving that requires learners' prior knowledge and experience.

3.   Problem statement

Despite the fact that English language classes have become an important feature of defense education, learning a foreign language is entirely a different experience for military students. When military students begin learning a new language, they encounter a number of challenges and obstacles. It is important to know military students' unique characteristics in order to optimize the opportunities for their intellectual development. Military students' educational requirements, abilities, strengths and weaknesses should be taken into account while designing and facilitating the learning environment. Recognizing of military students begins with the acknowledgement that they are adults. As Starr-Glass (2011) believes military learners have the similar characteristics of adult learners and, at the same time, they represent a certain group with unique strengths and weaknesses.

 Military students who are learning a new language face certain barriers. Richard-Amato (1996) said, "Being older is not always advantageous in learning a second language" (p. 25). Due to the fast-paced nature of today's world, many adults have urgency to study a new language for building their successful careers, but they go under excessive stress and anxiety in many cases. The barriers hamper military students in learning English since successful language acquisition depends more on factors like environment, the students' age and their psychological characteristics, their language aptitude, cognitive abilities, working memory capability and motivation.

Lack of military vocabulary, inappropriate word usage in different contexts and poor long-term retention are some of the barriers that prevent military students from communicating effectively in their own professional field. They are frequently unaware how each word goes correctly in context because the choice of words in communication depends on the style and register used in a particular situation. Lewis (2000) argues that the reason why so many students fail to make any obvious progress is simply that they have never been trained to know which word goes with which. They may be familiar with a large number of individual words, which they struggle to use, along with their grammatical knowledge, but they are unable to use those words in a variety of collocations that add more meaning into what they say or write. The linguistic nature of collocations makes difficulties in understanding that military students can deal with. They encounter intralingual problems or make negative transfers from their mother tongue. The collocation meaning is an abstraction at the syntagmatic level and is not directly concerned with the conceptual or idea approach to word meaning. According to Benson et al. (1985), collocations are arbitrary and unpredictable. This makes it difficult for non-native speakers to cope with them. Groom (2009) and Laufer & Waldman (2011) believe that the development of collocation competence like single-word learning is a very complex and cumulative process, demanding massive amounts of varied language exposure

and rich conditions for consolidation through repetition and language use. Many studies show that that collocational competence develops slowly and unevenly.

Another challenge is the age, as far as the majority of the military students

are between the ages 23- 45. They worry that their mind is losing cognitive abilities and their absorption capacity becoming slower and slower in processing and storing new information. The process of learning new ideas, acquiring information and encoding it for storage becomes more time-consuming for them. As adults, they have a hard time to learn new vocabulary. Moreover, they make a big effort to memorize collocations fast. As Harmer (2007) writes, "many older students worry that their intellectual powers may be diminishing with age" (p. 85). Working memory, which is responsible for processing information and events, may decline with age. (Morrell, Park, & Poon, 1989; Jones & Bayen, 1998). The remarkable and potentially most thoroughly researched aspect, that affects academic success, is a cognitive ability. The mechanisms by which we learn, remember, solve problems and pay attention, are more important than actual knowledge in determining cognitive ability. The cognitive abilities are brain-based capabilities required to perform any task from the simplest to the most complex. According to Heckman and Kautz (2014), cognitive ability predicts academic success and there is a positive correlation between cognitive ability and learning in educational settings. Military students' cognitive abilities may be distracted by commitments and responsibilities in their personal, professional and social lives. Most of them struggle to balance learning and full-time work in order to achieve their goals as effectively as they intend. Habibah (2006) mentions several types of situational barriers, as well as personal challenges such as various obligations at home, family, children, lack of affordable childcare services and lack of support. These burdens shorten military students' attention spans and make it hard for them to find time for learning. They have to split their attention in many responsibilities. Combining study and other commitments slows down their learning process. Bourgeois (1999) showed that "about half of students questioned stated that the major difficulty was the lack of time because of familial obligations" (p. 90). Military students become nervous and lose confidence in their intellectual ability if they do not make sufficient progress in language learning. They feel anxious because of their high expectations.

Learning becomes more stressful for people as they get older. As a result, military students show signs of excessive stress toward their learning. The reason is that military students are success – oriented and strive for perfection. They have their own set of values and standards, as well as high levels of responsibility and self-requirements. Adults with perfectionism and high expectations believe they will be perceived as competent learners, when they begin learning a new language. When they do not meet the extremely high standard they have set, perfectionists usually suffer from anxiety and an intense fear of failing. They are afraid of not completing assignments on time and of receiving low grades. Smucny & Stover (2013) declare they "are respectful, follow instructions, and observe deadlines" (p. 5). They have a fear of not meeting the teacher' s expectations and fear of being isolated and neglected in the group or they often tend to compare themselves with other members of the group. They feel embarrassed and even disappointed they cannot meet their own standards easily. They find it stressful when they are unable to express themselves clearly and correctly in a target language. Lightbown and Spada (1993) also mentioned, "Adults are often embarrassed by their lack of mastery of the language" (p. 42). They expect to have quick results, but high level of anxiety has been found to have a particularly negative impact on their academic achievement. They become sensitive to failure in learning situations. Martin (2010) believes that this form of failure contains two types of risks. First, it portrays the academic path as somewhat unpleasant – full of anxiety and unstable self-esteem. Failure also makes themselves doubt their intelligence or motivation. Military students' learning anxiety may also include feeling intimidated by their lack of technological or computer-related skills. Their academic barriers are correlated with their difficulties to fully engage in activities.

4.   Collocations as part of communicative competence in military student classes

The language study in Georgian military classes is focused on military people's needs. It enables them to carry out their national defense interests and prepares them for international contacts. The main principle of English language training in military educational institutions is to build communication competence among military students. Teaching communicative competence to military students is not easy. They should be fluent in not just general English but also the operational language, i.e. the "contextualized curriculum," which focuses on military-related topics to assist them to achieve fluency and accuracy in military contexts. To communicate with their international partners, professional soldiers, officers and non-commissioned officers should be familiar with the military terminology and collocations. They need to be aware of collocations in order to develop their receptive and productive skills to speak and write more fluently, accurately and naturally in their professional field. As Erman and Warren (2000) essert, collocated structures make up 55% of productive English, emphasizing the necessity of its instruction in the English language classroom. Jaén (2007) regards collocations as essential for non-native speakers of English to speak or write fluently and accurately. From this perspective, it's important for military students to recognize and acquire military collocations which have a considerable value for each language skill of English language proficiency:

Reading : to comprehend various military authentic texts; articles from the newspaper and correspondence.

Listening : to understand relevant conversations; briefings, reports, and military news.

Speaking : to communicate effectively with native speakers in job interviews as well as in military setting; to give presentations .

Writing : to write military reports and orders, as well as informal and formal letters, emails and resumes. A deeper understanding of military collocations wills definitely increase military students' ability to communicate successfully in the military field.

5.   Research goal

The goal of this small - scale qualitative study to examine the barriers and challenges faced by military students while learning collocations in English language classes at the training and military education command's language training school in Georgia. The study also discusses the role of collocations in English communicative competence. The study was held during the academic year 2022 -23. English is taught in two steps at the training and military education command's language training school in Georgia: general English (A1 – B1 for some students during 1-2 semesters) depending on the student's initial level and professional (military English (B2 during 1 semester).

6.   Research Questions

The study is directed by the following questions:

What are the primary barriers that military students experience while teaching and learning collocations?

How should teachers help military students overcome these barriers?

7.   Data and Methods

In the current study, a questionnaire and a classroom observation were employed as qualitative research instruments. The research was conducted at the training and military education command's language training school in the academic year 2022 - 23 in order to obtain relevant data and results. The data were collected by answering questions given in an online questionnaire. The overall number of the participants was 65 intermediate English language students from seven groups. Military students aged 20 to 45 took part in the study. Male students made up 85% of the participants, while female made up 15%. Along with data collection and procession, the teaching program for English language courses in military classes was observed. The questionnaire data was analyzed to assess students' attitude toward collocation instruction. A multiple-choice questionnaire was composed in English. The obtained results are as follows.

Figure 1: Number of military students giving their opinion about learning English with collocations or separate words

I believe learning vocabulary in collocations is more helpful than in individual words.
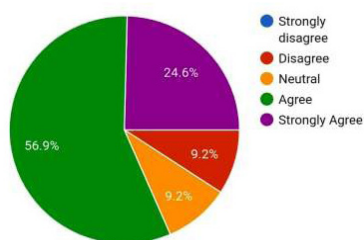
81.5 % of the questionnaire participants clearly show that they would rather be taught the English language vocabulary in collocations than as individual words.

Figure 2. Number of military students having difficulties with remembering collocations

I have a hard time learning vocabulary / collocations fast.
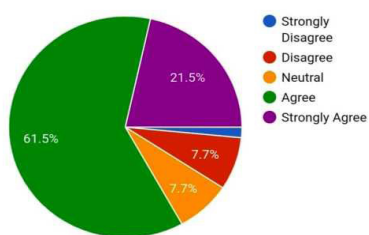
Based on the following question, 83 % of the students clearly declare that they I have difficulty learning vocabulary / collocations.

Figure 3. Number of military students having high standards for themselves to learn English

I set high standards for myself to master the language.
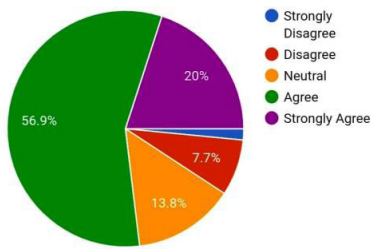
As the survey shows, 76. 9 % of the participants have high demands or expectations of themselves in order to master a target language.

 According to the study's findings, 81.5% of questionnaire respondents prefer to learn English vocabulary in collocations rather than as individual words. Because of their irrational and unpredictable nature, it aids students in comprehending the meaning of collocations. Though military students face some barriers when learning collocations because of their adult age. First, they struggle to memorize collocations fast. 83% of the students in the study admit to having trouble remembering collocations. Second, their high standards for themselves and excessive anxiety have a negative impact on their academic progress. As 76. 9 % of the survey respondents state they have high demands or expectations of themselves in order to master a target language. They definitely need a curriculum that takes into account military students' characteristics and their age peculiarities in order to help them cope with their learning obstacles and construct an effective learning process. These findings, of course, cannot be generalized. Further research is required in Georgian military context and and on related issue.

8.   Recommendations

Along with the personal characteristics of military students, teaching methods and learning strategies have a significant impact on their learning. We mean military students as individuals who acquire new language skills after having reached mature physical, intellectual and social development. That why, it is essential to understand military students' peculiarities and characteristics in order to promote the effective learning process and supportive learning environment in military classes. Although there are many similarities between military students and adult learners, military students have some other characteristics that affect their learning. Teachers need to be well aware of military students' distinctive features and individualities in order to help them overcome learning barriers that arise in their daily practice. First, they need to choose the right approach to develop each student's comunicative competence. Second, they should analyze military students' complicated age peculiarities. Third, they should help students respond their sensible expectations.

Foreign language teachers should inspire military students to learn collocations from the very beginning of learning the language, as collocation is considered to be one of the most effective techniques to develop learners' communicative competence. Learning collocations has a great role in increasing language fluency. A native speaker's fluency is evidently associated with the fact that their vocabulary is not stored only as individual words, but also on having a quick availability to the store of lexical chunks. Lewis (1997) mentions that "instead of words, we consciously try to think of collocations and to present them in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways" (p. 204). It is easier for human brain to remember and apply language in chunks or blocks rather than as single words, because it gives context to remember the meaning. As Nattinger (1988) notes, it is comparatively easier to remember a new word in a group of associations, which implies that language chunks help learners to accumulate information.

It is the teachers' job to know their learners in order to identify their learning styles, needs, and aspirations. Learning styles are primarily based on the idea that each language learner acquires language knowledge differently and that the study program should be delivered in a variety of methods to facilitate individual learning styles. MacKeracher (2004) defines learning style as „ the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (p. 71).

It is essential that instruction should include visual, kinesthetic and auditory elements to be convinced all types of language learners are included. General learning styles are visual, auditory, and kinaesthetic or "VAK''.

Visual learners find images, demonstrations, and videos most effective. They remember information better when it is presented visually. They rely on nonverbal clues from the instructor or facilitator such as body language to help with understanding. They also take descriptive notes about the information being presented.

Auditory learners gain knowledge through listening and processing information by the means of pitch, emphasis and speed. Instead of participating in discussions or brainstorming sessions, they favor lectures. These learners may not fully comprehend the written material because they learn by hearing others read aloud in the classroom. Webinars, videos, or podcasts are effective training tools for auditory learners.

Kinaesthetic learners choose active, hands-on learning techniques. These students favor interaction with the real world. Kinaesthetic learners habitually struggle to stay on target or engage during long lectures.

In order to assist military students in removing distractions from learning and achieving their objectives, instructors should adjust the teaching pace and reduce cognitive overload for them. Miller (1956) established the theory "The Magical Number Seven, Plus or Minus Two" regarding

most **adult learners** can store between 5 and 9 elements of information at a time in their <u>short-term memory</u>. Once educators exceed this limit they face the risk of overloading learners' mental pathways rendering them unable of absorbing any new knowledge. Because of this, breaking long materials is crucial. The goal is to not bombard them with too much information that their brains become burdened, because that only leads to frustration and a lack of results. Practically, as the learning tasks grow more challenging, human working memory is surprisingly prone to errors. The pace at which study material is delivered also needs to take into account.

As the primary purpose of English language learning is the development of communicative skills, the interaction is essential in the classroom. This model effectively balances both reception skills (listening and reading) and productive skills (writing and speaking). It shifts the emphasis from teacher centered to student-centered activities. The teacher is no longer on the stage, but a facilitator. Students are expected to cooperate with each other, share information, negotiate meaning, solve problems, and deal with real- life scenarios in the target language. Allwright and Baily (1991) state "...in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of these can change the fact that classroom interaction focuses on the learners' cooperation '' (p.19). The interactive model is based on many fundamental teaching principles, like group and pair work, presentations, debates, and discussions. The brain will combine various methods to process the information and assist military students in acquiring knowledge effectively.

Military students learning environment requires an appropriate learning atmosphere for learning. According to Knowles (1980), the environment should be one in which adults feel safe and at ease. Adult learning theories give us insights on how to set up learning environments to get the best out of military students. As Nunan (1999) emphasizes it is the teacher's responsibility to meet the diverse expectations that students bring to class and "create a climate in which different role expectations are articulated to the students and accepted by them" (p. 156). Adult learners feel supported when their mistakes are accepted. It is important to value and respect their knowledge. Adult learners should be treated with equally and respect by their teachers, and allowed to express their opinions freely without judgment.

 The physical, emotional, social and cognitive factors are the fundamental components of the adult learning environment. From this perspective, RHEF (2007) suggests that core to the adult learning environment should be a learner involvement in the activities of the learning process, particularly participation in decision- making. Military students like adults frequently choose courses that incorporate knowledge-testing activities. They can use the course content as it is or they can decide if they need to learn more. Fasokun, et al (2005) notes that compared to children, adult learners are more focused and often know exactly what they want from learning process. For this reason, quizzes, projects and discussion groups should be designed to assess regularly whether military students are learning effectively. Through these activities, learning becomes easier and more manageable. In this way, instructors help military students set achievable goals and measure their learning progress throughout the course.

To sum up, military students need more opportunities for success, which accompany these steps:

1.   Appropriate learning environment should be constructed

2.   Learners' specific characteristics and age peculirities should be identified

3.   Vocabulary should be taught in collocations rather than in individual words

4.   Large materials should be reduced into smaller ones to avoid cognitive overload

5.   Appropriate teaching strategies, methods and tools should be used

6.   The positive should be reinforced when provide feedback

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The concept of true and pure love in Charlotte Bronte's "Jane Eyre"

Manana Aslanishvili (Georgian technical University, Georgia)

Abstract

The current research aims at studying true and pure love in Charlotte Bronte's novel *Jane Eyre*. *Jane Eyre* is considered to be one of the most prominent romantic novels of the nineteenth century. It was published under the pen name "Currer Bell" in October 1847. Charlotte Bronte has broken the traditional for the Victorian era stereotype of a female as charming, weak and dependent. In her novel she depicts the portrait of a 'new woman' who is absolutely independent and does not just submit herself to the norms of patriarchal setup. The concept of true and pure love is one of the central themes in Jane Eyre. Love in Bronte's understanding should be pure, perfect and true and cannot be measured by any jewels, riches, wealth, or position. Such sincere love is the necessary condition for a happy marriage. Marriage without love is lifeless and as Jane believes it should be based on romantic love. Bronte depicts her heroine Jane Eyre with all the disadvantages that nature and society can give her: she has no parents, no money, and, to make matters worse, she is not beautiful. However, she has a strong character and she will never do the things she is told to do. She demands from the world to be accepted as she is: not important, but being the heroine of her own life, not beautiful, but deserving love. At the time when women were denied access to education and excluded from political debate, the publication of Jane Eyre was like a breath of fresh air. Jane's fiery independent temperament and fearless conviction went against the traditional portrayal of women. Bronte's Jane Eyre is a valuable contribution to English fiction which reflects aspects of early Victorian social and economic phenomena.

Key words: *new woman, true love, pure love, marriage equality, independence, Victorian era, passion*

The theme of love occupies one of the major places in English literature since its inception. Over the centuries romantic love has been portrayed by different writers in many of its aspects, such as shared love, impossible love, lost love, sexual love, spiritual love and, perhaps most often, unrequited love. Love is of immense importance in literature, it helps the reader not only to get closer to the characters of a literary work, but also to become more deeply involved in its plot.

The present paper aims at studying true and pure love in Charlotte Bronte's novel *Jane Eyre* (2014). *Jane Eyre* is considered to be one of the most prominent romantic novels of the nineteenth century. It was published under the pen name "*Currer Bell*" in October 1847 during the Victorian era. Charlotte Bronte broke the traditional stereotype of a female of that time, as charming, dependent while she depicts the portrait of a 'new woman' through the main heroine, who is absolutely independent and does not just submit herself to the norms of patriarchal setup. The concept of true and pure love is one of the central themes in *Jane Eyre*.

The middle-class woman during the Victorian era was supposed to be virtuous, fair and focus only on the domestic parts of life. She had few rights and was considered the property of the father or the husband, therefore, she did not have the right to vote or own property herself (Buckner 2005: 137). The doctrine of separate spheres divided the genders into 'spheres', where men were considered to be the strong and independent sex, who conquered in the public sphere and the intellectual field, whereas women were considered the dependent sex, their strengths being shown in domestic work, such as running the household, raising the children and taking care of the needs of the husband and the family.

Jane Eyre begins her story as a ten-year old orphan in the house of her aunt, the authoritarian and unfeeling Mrs. Reed. Mrs. Reed accuses her of lying and as a punishment sends her to Lowood Institution.

Jane is a simple orphan girl. Her parents died within a year of her birth, leaving her to the care of a maternal aunt, Mrs. Reed of Gateshead, who was a widow. When the girl was ten years old, she was withdrawn, unloved and alone; however, she had a high-spirited emotion and a strong sense of justice. Jane Eyre does not have any sense of belonging in Gateshead since she is not well treated and she always feels lonely, separated, though she lives with her maternal aunt and cousins. Commenting on this, she states: "*I am glad you are no relation of mine: I will never call you aunt again as long as I live. I will never come to see you when I am grown up and if anybody asks me how I liked you, how you treated me, I will say the very thought of you make me sick, and that you treated me with a miserable cruelty*". (Bronte, 2014: 52) As Jane is extremely bold and really straight forward girl, she cannot stand when her aunt calls her a "liar". In reply she says such sharp words: "*I am not deceitful: If I were you, I should say I love you, but I declare I do not love you: because I dislike you the worst of anybody in the world*". (ibid.) After this incident, she was sent to a charity boarding school by her aunt, but she was aware what would be with her if she had to stay in Gateshead any longer, penniless, dependent and again lonely.

Spending her unhappy adolescence there, Jane becomes a teacher and finds a job as governess to Adele, the illegitimate daughter of Mr. Rochester. Jane and Mr. Rochester fall in love, but on their wedding day she discovers that mysterious mad woman who lives in total seclusion in Rochester's house is in reality his wife. Despite his desperate pleas Jane runs away and is taken care of by the Rivers family. She learns that she and Rivers are cousins and that she has inherited a considerable sum of money. When Jane is on the point of marriage to Reverend St. John Rivers and emigration to India, she telepathically hears Rochester's voice asking her to help him. She goes to Rochester Hall and finds it burnt down. Although Mr. Rochester has been blinded, she marries him and his sight is partially restored.

Jane's story also reveals her abiding concern with religion, and the right relation to God. Although for a while God's image is obscured by that of Mr. Rochester, through all her sufferings Jane never doubts divine mercy, even when for a brief time she finds she cannot pray. When she leaves Mr. Rochester and faces death on the moors, she returns to God. Several different attitudes to faith are exhibited and rejected in the novel; Mr. Brocklehurst's cruel hypocrisy, St. John's cold fanaticism, Helen's gentle acceptance, Mrs. Reed's refusal to forgive, and Eliza's rigid Catholicism, are all censured in various forms, fiercely, gently, or covertly. Jane believes it is right to struggle against adversity, but hatred and revenge are not permitted. Even as a child, momentarily triumphant after her outburst against Mrs. Reed, she soon regrets what she has done. (Sulivan, 1996: 89)

Jane is a concrete example of intense spiritual experienced heroine, as she discovers passion and fears it; her early anger and sense of injustice are strongly and directly expressed. We can see that both Jane's and Mr. Rochester's characters are similar to each other, because they get on well with each other. Mr. Rochester feels really grateful to her. He has a strange energy, emotions, voice and look when he realizes his warm and pure attitudes towards Jane. He finds her being very charming, unique and well-educated. We see that he really admires her high spirit, moral sense and strong character.

The love of Jane and Mr. Rochester does not change with the change of fortune and place. Jane does not marry him the moment when he is healthy and handsome, but she marries him when he is blind and cripple. We can say with a full confidence, that it is a power of true and pure love why they are blissfully happy after many years of their marriage.

The overall view of love and advice from mainstream literature was that there is a strict distinction between passionate love and romantic love. Passionate love, which conflicted with the strict rules of Christianity, involved selfish and sinful lust, while romantic love on the other hand expressed a more spiritualized desire, connecting the lovers through the thought of serving God through holy matrimony (Ostrov Weisser, 2013: 42).

Jane's struggle with religion becomes clear as one reads the thoughts of young Jane who feels that the idea of heaven and hell has failed to take root in her head; she likes the world as it is, and she likes her life as it is even though her circumstances are anything but happy at the beginning of the novel: "*this world is pleasant*" (Brontë, 2014: 120). This, however, is not the last time that Jane's feelings towards religion are up for discussion. One might argue that the religious theme in the novel is the reason for many of Jane's decisions, but as a woman with a Christian upbringing, she not only forgives Mrs. Reed but also leaves Mr. Rochester and even goes back to him in the end. Staten argues that forgiveness is the purest and the most selfless gift one can offer another person, just as God forgives his sinners (2014: 40). However, this gift can also be used as a tool or weapon against people who do not want that gift. Take Jane's aunt Mrs. Reed as an example; Mrs. Reed does repeatedly show Jane that she is not interested in forgiving Jane nor is she interested in being forgiven by her. Jane, however, forces the forgiveness on her aunt: "*I approached my cheek to her lips: she would not touch it. She said I oppressed her by leaning over the bed; and again, demanded water*" (ibid.: 365). The situation has changed, and it is Mrs. Reed who lies on her death bed, who is now at the mercy of Jane. At this time Jane uses the 'gift' of forgiveness as a way to dominate Mrs. Reed. By using forgiveness in this manner, it is no longer meant as a gift in the Christian sense but rather as a weapon to be used with force as vengeance.

Jane has to make a choice between passionate love that manifests itself with Mr. Rochester and the notion of romantic love, the chaste version of love that entails a ticket to the afterlife manifested in St. John Rivers.

As Griesinger argues, "*There are two good reasons Jane cannot finally agree to Rochester's proposal live with him as his 'true bride;' despite the fact that he has a 'mad wife' already living in the attic. The first is God's law; the second is her own integrity and self-respect*" (2005: 49).

Jane sees marriage as based on romantic love. Her passion for Mr. Rochester reveals itself trembling and flushing, and she is apprehensive about the strength of her own feelings. She rejects his advances, refutes jewels and riches, and refuses to become his mistress. When they get married she sees herself fulfilled as '*bone of his bone and flesh of his flesh*' (Bronte, Jane Eyre, p. 688).

The world for Jane is to be Thornfield Hall, and her testing is to be in terms of that powerful desire of love which she has always felt. Jane shows herself equal to the occasion. She can control her emotions even under Mr. Rochester's pretence of being in love with vivacious beautiful Ingram who is his wealth. Mr. Rochester encourages Ingram's hopes in order to arouse Jane's jealousy, but he knows that she does not love him. In spite of her pain, Jane finds it impossible to be jealous of her, because she is so contemptible. They are two totally contrasted women, one beautiful, the other plain; one rich, the other poor; one shallow, the other deep and complex.

Jane is horrified by Rivers' belief that love is not necessary in marriage, for to her love and marriage are indissoluble. To her Rivers' view of marriage is a kind of sacrilege, while to him it is a duty in the service of God. He is merciless in his determination to take her to India as his wife, and stonily rebuffs her attempts at friendly reconciliation. Unscrupulously, he practices a kind of hypnotism on her, and she is almost on the point of surrender '*down the torrent of his will*' (ibid.: 638) when she is saved by Rochester's cry.

When Jane sets out for Thornfield next day, she arrives a day and a half later she finds it a blackened ruin. She discovers that it was burnt down by Bertha, who perished in the fire, while Mr. Rochester lost his sight and his left hand. He is now at his other house, Ferndean, thirty miles away, Jane finds him there, blind and helpless. He is at first unbelieving, then overwhelmed with joy. They arrange their marriage, and realize that each hearted the despairing cry of the other.

Writing ten years after the event, Jane finds their marriage perfect. Mr. Rochester has recovered his sight of one eye, and is able to see their first-born son. The last lines of the book are with St. John Rivers, who will soon die in his noble Christian service in India

Jane's struggle is a hard one; after the broken marriage at Thornfield, she does not want to leave her lover, Mr. Rochester, although she has seen the danger. Jane overcomes the obstacles and returns to Mr. Rochester, she succeeds in obtaining true love and leads a happy life with him after a hard struggle.

Bronte's Jane Eyre is considered to be one of the best and most perennially popular works of English literature. Charlotte Bronte, the most outstanding of the Bronte sisters, was not prepared to accept a world where women were second-class citizens. Her portrayal of Jane as independent and fearless character went against the conventional depiction of women, typical for that epoch. Although her poor but brave heroine is outwardly of plain appearance, she possesses an indomitable spirit, a sharp wit and great courage.

Charlotte Bronte admired men who were strong in will. She expected in marriage to be '*well-ruled and ordered*' by an exacting, rigid, law-giving and passionate husband. Through her protagonist Jane, Bronte reflects that marriage without pure and true love is lifeless and motionless one, therefore, an ideal husband or wife selection is based on pure and true love. Mr. Rochester and Jane marry, not in that first violent, physical anguish in which we saw them, but in a calmer, nobler mood, '*all passion spent*'. Neither the flesh, nor the spirit, will tear Jane again, because she has overcome the hardships on her way and emerged an unscathed and wise woman who has found a fair solution to the age-old problem which troubled others besides the Victorians.

In conclusion, it is necessary to note that, at the time when women were denied access to education and excluded from political debate, the publication of *Jane Eyre* was like a breath of fresh air. Jane's fiery temperament, independent nature and fearless conviction were characteristics that went against the traditional portrayal of women. Bronte's Jane Eyre is a valuable contribution to English fiction which reflects aspects of early Victorian social and economic phenomena. It is not only the greatest novel of the nineteenth century, but it is perhaps one of the greatest novels of all time.

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The father-figure as the symbol of oppression and male domination in Sylvia Plath's confessional poem "Daddy"

Marina Zoranyan (International Black Sea University, Georgia)

Abstract

Sylvia Plath is one of the most loved and celebrated American poets of the 20th century. Her poems attract the attention of a large number of readers, who see in her extraordinary verse an attempt to show despair, violent emotion, and obsession with death. Plath is considered a pioneer of confessional poetry. Private experiences and feelings about death, trauma, depression and complicated relationships are often expressed in this type of poetry in an autobiographical manner. Plath's confessional poems occupy a special niche in American literature due to their nature, topics, treatment and imagery. Her free verse poem *"Daddy"* is one of the best examples of confessional poetry. It was published posthumously in 1965 as part of the collection *Ariel*. This deeply complex and controversial poem depicts autobiographical aspects of the poet's relationship with her deceased father, professor Otto Plath. *"Daddy"* is told from the perspective of a woman addressing her father, the memory of whom has an oppressive power over her. The poem details the speaker's struggle to break free of his influence, but it is not just about Plath's relationship with her father. It also views such themes as death, love, fascism, brutality, war, marriage, femininity, and God. Plath uses emotional, and sometimes, painful metaphors to show her opinion of her father. The father-figure here is the symbol of oppression and male domination. She depicts her father as a real villain who subordinated his daughter to his power. The most important theme that runs through the poem is the fight between oppression and freedom. "Daddy" demonstrates a continuous fight between Plath's attempts to preserve the memory of her father or at last let it go and set herself free from his unbearable authoritarian influence.

Key words: *Confessional poetry, free verse, stanza, iambic verse, allusion, Electra complex, the Holocaust, the Nazis, swastika, Freudian psychoanalysis, symbol*

Sylvia Plath is one of the most loved and celebrated American poets of the 20th century. Her poems attract the attention of a large number of readers, who see in her extraordinary verse an attempt to show despair, violent emotion, and obsession with death.

Plath's most notable achievements came in the genre of confessional poetry, which often reflected her intense emotions and her battle with depression. She won the Pulitzer Prize posthumously in 1982 for *"The Collected Poems"* (2008). An American writer and poet, Joyce Carol Oates, characterized Plath as *"one of the most celebrated and controversial of postwar poets writing in English."* (2001: 1972)

Plath is considered a pioneer of confessional poetry. Along with Anne Sexton, Robert Lowell, W.D. Snodgrass and John Berryman she helped popularize the form. Confessional poetry or the so called 'Confessionalism' is a style of poetry that emerged in the United States during the 1950s. It differs in content and style from other types of poetry. Confessional poetry has been described as poetry "of the personal," centering on extreme moments of individual experience, the psyche, and personal trauma, including previously taboo topics such as mental illness, sexuality, and suicide, often set in relation to broader social themes. (Ousby, 1996: 89).

The American poet and critic Rosenthal was first to introduce the term "confessional" about a certain kind of poetry different from other modes of lyrics, in his influential essay '*Poetry as Confession*" (1991: 109-112). The essay was written in 1959, while reviewing Robert Lowell's poetry collection *Life Studies* (2001). The poems included in the book are regarded as "confessional", since they indicate that Lowell struggled with mental illness.

According to Rosenthal, "Confessional poetry" is poetry that "*goes beyond customary bounds of reticence or personal embarrassment*". (Rosenthal, 1960: 231) Rosenthal finds the word 'confessional' quite appropriate, "*because of the way Lowell brought his private humiliations, sufferings and psychological problems into the poems of Life Studies*". (1967: 26) He states that *"the private life of the poet himself, especially under the stress of psychological crisis, becomes a major theme"*. (ibid.: 15) Confessional poetry has been defined as poetry of the personal or "I". Private experiences and feelings about death, trauma, depression and complicated relationships are often expressed in this type of poetry in an autobiographical manner.

Plath's confessional poems occupy a special niche in American literature due to their nature, topics, treatment and imagery. Her poems are mostly psychological in nature. She talks about problems she has experienced in her life with a high level of craftsmanship and she does not feel any shame to talk about them.

Plath employs the confessional style to her benefit, taking inspiration from her own surroundings and writing with a '*personal voice'*, an approach to writing that made her name in literature posthumously. Speaking of her approach to poetry in a 1962 interview with Peter Orr who was at that time the head of the British Council's recorded sound department, she explains "*I think my poems immediately come out of the sensuous and emotional experiences I have, but I must say I cannot sympathise with these cries from the heart that are informed by nothing except a needle or a knife or whatever it is. [...] I believe that one should be able to control and manipulate experiences, even the most terrific, like madness... .*" (Agarwal, 2003: 167)

Plath explicitly identifies the boundary between life and writing for her, alluding to the confessional writing genre and emphasizing that she is not afraid to discuss '*terrible*' experiences, but meanwhile she simultaneously underlines the importance of being able to '*control and manipulate'* these life experiences into writing.

Plath's poems are totally autobiographical. Death, mental suffering and depression are among the recurring themes of Plath poetry. She had a hard life right from the start due to unresolved conflicts with her parents and her problematic marriage to poet Ted Hughes, whose infidelity deeply influenced Plath. She has transformed her distress into poems full of pain, challenge and anger. As a result of her mental state she tried to commit suicide thrice, but ultimately made it possible in 1963.   In fact Plath's treatment with the theme of depression could be better understood in the words of her own daughter, Frieda Hughes: "*I saw poems such as Lady Lazarus and Daddy dissected over and over, the moment that my mother wrote them being applied to her whole life, to her whole person, as if they were the sum of her experience*". (Brain, 2009: 27)

The poem *"Daddy"* (2018: 74-76) by Sylvia Plath is one of the best examples of confessional poetry, or poetry that is extremely personal and autobiographical in nature. General critical opinion claims that this poem reveals the mastery of the craft that was suggested but not fully realized in Plath's earlier poems. "*Daddy*" was published posthumously in 1965 as part of the collection *Ariel* (Plath, 2018). The poem was originally written in October 1962, a month after Plath's divorce from her husband, the poet Ted Hughes, and four months before her death by suicide. It is a deeply complex and controversial poem that depicts autobiographical aspects of the poet's troubled relationship with her father, professor Otto Plath, and her feelings of betrayal when he died.

Otto Plath was of German origin and he taught biology at Boston University. He has been characterized as authoritarian and died in 1940, following an amputation of his leg, which was a result of unattended diabetes, when Plath was eight years old. The girl was deeply traumatized by the death of her father and left with a feeling of emotional emptiness. It was then that she started writing poetry as an outlet for her emotions.

"Daddy" (Plath, 2018: 74-76) is told from the perspective of a woman addressing her father, the memory of whom has an oppressive power over her. The poem details the speaker's struggle to break free of his influence, but it is not just about Plath's relationship with her father. It also views such themes as death, love, fascism, brutality, war, marriage, femininity, and God.

"Daddy" (ibid.) is a free verse poem consisting of eighty lines divided into sixteen five-line stanzas. It is written in quintains with irregular meter and irregular rhyme. Plath uses uneven structure and repeated sounds to create an oral experience that informs the reader of the author's emotions, specifically anger, isolation, and homelessness. The oral aspects of this poem also support the poem's central theme of father-daughter estrangement.

Just like rhyme plays a big part in this poem without having a specific scheme, rhythm is important here even though it doesn't fit into a specific pattern. There is a lot of iambic verse, which means that the line is patterned by unstressed syllables followed by stressed syllables (e.g. *"You do* not *do, you do* not *do"*).

In a reading prepared for the BBC, Plath describes her poem *"Daddy"* in dramatic terms not giving any hint that the situation depicted there is her own. The poem, as she states, *"is spoken by a girl with an Electra complex. Her father died while she thought he was God. Her case is complicated by the fact that her father was also a Nazi and her mother very possibly part-Jewish. In the daughter the two strains married and paralyze each other - she has to act out the awful little allegory once over before she is free of it."*(Grisafi, 2022: 58)

Electra complex is *"a term from Freudian psychoanalysis, describing the unconscious tendency of a daughter to attach herself to her father, or a father-figure, and to be hostile to her mother"*. (Webber & Feinsilber, 1999: 172)

As for Plath's parents, neither her real father was a Nazi nor her mother a Jew (Sylvia Plath's mother, Aurelia Schober came from the family of Austrian immigrants). They are metaphors depicting to a large extent psychic state. The historical references, however, allow her to dramatize her revolt against the oppressive father. She employs images of Holocaust (The Holocaust was the persecution and murder of millions of Jews by the German Nazi regime during World War II.) to broaden her emotional range, and also to equal her terrible suffering to the universal level. In this process she strains her personal agony to suit her impersonal design.

Plath uses emotional, and sometimes, painful metaphors in "*Daddy*"(Plath, 2018: 74-76) to show her opinion of her father. The father-figure here is the symbol of oppression and male domination. She depicts her father as a real villain who subordinated his daughter to his power.

The most important theme that runs through the poem is the fight between oppression and freedom. We can see it from the first lines, when the speaker, who is oppressed by her father's overbearing influence, addresses him:

You do not do, you do not do

Any more, black shoe

In which I have lived like a foot

For thirty years, poor and white,

Barely daring to breathe or Achoo. (ibid.: 74)

She compares her father to a *"black shoe"* and herself to a foot living inside this black shoe. The foot is *"poor and white"* because, for thirty years, it has been suffocated by the shoe and never allowed to see the light of day. She was deprived and unhappy not even having the courage to breathe or sneeze. The woman declares that she will no longer put up with the black shoe, she lived in frightened, for thirty years.

Plath uses various images in "*Daddy*" to describe how the daughter's view on her father, the images she employs change throughout the poem. She attributes various godlike descriptions to him:

Marble-heavy, a bag full of God,

Ghastly statue with one gray toe

Big as a Frisco seal

And a head in the freakish Atlantic (ibid.)

As the speaker's father is dead, the phrase portraying him, "*Marble-heavy,*" helps us imagine the stiff heaviness of a corpse, or even a marble gravestone. Calling her father "*a bag full of God*" she views him as powerful as God, and feels fear and trepidation before him. Speaking about a horrifying statue with one gray toe, Plath shows hatred toward the disease that stole her father away from her (we remember that her father's leg was amputated due to complications of diabetes).

The above-mentioned four lines depict her father as a heavy and huge statue, a horrifying giant that stretches from the Atlantic to the Pacific. She attributes inhumane characteristics to her father which stress the idea that she views him as a God; so powerful yet horrifying.

Later, Plath uses several Nazi-related images to describe her father. She compares her father to a Nazi and herself to a Jew (*I began to talk like a Jew./I think I may well be a Jew./ ... I may be a bit of a Jew.*), portraying the drama of the war in her soul and implying that Jewish people were oppressed and persecuted by the Nazis.

 As a Jew she admits:

I have always been scared of you,

With your Luftwaffe, your gobbledygoo.

And your neat mustache

And your Aryan eye, bright blue.

Panzer-man, panzer-man, O You - (ibid.: 75)

Addressing her father, the speaker states that she's always been afraid of him. She asserts that her father had something to do with the airforce, i.e. how the word "*Luftwaffe*" can be translated into English. "*Gobbledygook*", is actually a nonsense word. This means that the speaker feels that her father's language (German) makes no sense to her. The woman depicts her father as a Nazi—a man with an "*Aryan eye*" and a "*neat mustache*" (an allusion to Adolph Hitler).

"*Aryan*" is here a term referred to Hitler's concept of "*perfect race*" (blue-eyed people with blond hair), who were seen as "*superior*" to Jews. "*Panzer-man*" relates to German tank drivers, and continues the image of the speaker's father as scary and horrible.

Earlier, as it was mentioned above, the woman compared her father to God, but in the subsequent lines she calls him:

Not God but a swastika

So black no sky could squeak through.(ibid.)

The father who seemed like God to her now appears to be a swastika, the Nazi symbol associated with evil. He is a giant black swastika that covers the entire sky.

Projecting the image of a fascist on her father, the speaker declares:

Every woman adores a Fascist,

The boot in the face, the brute

Brute heart of a brute like you. (ibid.: 75)

These lines show that woman has to love a brutal man, "*a fascist*". The fascist is a man who behaves cruelly and the woman has to accept that she has to live under his domination. She is subjugated by her man who can be characterized as a social tyrant. The word "Fascist" symbolizes male mercilessness here.

In "*Daddy*" Plath demonstrates ambivalent emotions towards her dead father. It is a paradox, that Plath discloses her feelings for the man whom she adored and worshipped in her youth, despite his disruptive influence after his death. In stanza 3 she says: "*I used to pray to recover you*" (ibid.).

The speaker reveals that during her father's sickness, she even prayed that he would recover. But later in stanza 12 she admits, that her father has broken her heart.

Bit my pretty red heart in two.

I was ten when they buried you.

At twenty I tried to die

And get back, back, back to you.

I thought even the bones would do. (ibid.: 76)

Here Plath shows a deeper understanding of the daughter's relationship with her father. Even though he was a cruel person, at one point in her life, she loved him dearly. It is possible that as a child, she was able to love him despite his cruelty. As an adult, however, she cannot stand his vices. She was only ten years old when her father died, and that she grieved for him until she was twenty. She even tried to commit suicide in order to see him again. She thought that even if she was never to see him again in an after-life, to simply have her bones buried by his bones would be enough to comfort her.

After having been rescued from her suicide attempt, the speaker seems to have found the way out. Thus she claims:

And then I knew what to do.

I made a model of you,

A man in black with a Meinkampf look (ibid.)

She finds a man, a "*model*" of her father (having in mind her husband) who is "*a man in black with a Meinkampf look*". Mentioning "*Mein Kampf*"("*My Struggle*" in German), the book written by Hitler, she indirectly hints that her husband is like Hitler.

The woman refers to her husband as a "*vampire*", one who was supposed to be just like her father. Addressing her father she says:

The vampire who said he was you

And drank my blood for a year,

Seven years, if you want to know.(ibid.)

But in reality, as it turned out, he was not just like her father. In fact, he drained the life from her, like a vampire drinks his victim's blood.

The last line of the poem "*Daddy, daddy, you bastard, I'm through*" (ibid.) reveals Plath's contradictory emotions between loving and hating the memory of her late father. She not only creates a figurative image of her father through the skillful use of metaphors but also seeks to take revenge on the man who left a heavy imprint on her childhood.

To conclude it is necessary to note that "*Daddy*" (2018: 74-76) is an example of Plath's dark and gloomy work. The title "*Daddy*" evokes the image of caring father, creating a feeling of innocence, love and protection. However, the playfulness of the title is contrary to the violent images of father, characterized as a Nazi, a devil and a vampire. Daddy sounds like an affectionate name but here it is quite ironic.

The poem demonstrates a continuous fight between Plath's attempts to preserve the memory of her father or at last let it go and set herself free from his unbearable authoritarian influence. Although she is constantly bringing back her memories of victimization, she makes them more trivial by narrating them in a singsong nursery rhyme. However, this victory over the memories was only partial. As the subsequent events of her life showed, Plath committed suicide four months later after she had written this poem.

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Excessive (exaggerated) complimenting in Georgian and American entertainment talk shows

Nana Iobishili Phd Student (Akaki Tsereteli State University)

Abstract

The presented article, as one of the interesting and topical topics, deals with excessive (exaggerated) complimenting in Georgian and American entertainment talk shows. The mentioned topic is quite relevant, to the extent that, in today's political situation, readers of newspapers and other print media have decreased quantitatively, and listeners have increased for such genres of mass media as entertainment or political talk shows. Thus, in the modern media discourse, television conversations, in particular, talk shows, occupy a large place. It has a great influence on the creation and formation of public opinion. The recipient is provided with acceptable, exemplary, and probable thought patterns in this or that culture. This form of broadcasting attracts a lot of people to the TV screens in all countries of the world, therefore the TV hosts in Georgia are showing an increasing interest in this genre. When it comes to the production, development and distribution of talk shows, America has played a pioneering role in this matter. We use the contrastive-descriptive method to study American and Georgian entertainment talk shows. I consider entertainment (non-political talk shows) talk shows. In my work, I will try to focus on the general features of complimenting in American and Georgian non-political, entertainment talk shows. The study of television shows is very interesting from this point of view, because it is here that live dialogic speech is presented. With stylistic features, the talk show belongs to the television program of the speech genre. It shows a closeness to the everyday conversational style we use in informal situations. Therefore, it is common to use everyday colloquial vocabulary. I will try to discuss all of the above in more detail in the article.

Keywords: American and Georgian entertainment talk shows, media discourse, complimenting.

Introduction

The presented article is about excessive (exaggerated) complimenting in Georgian and American entertainment talk shows. The research is based on the comparative-descriptive method. The mentioned topic is quite relevant, to the extent that in today's television space, talk shows, especially entertainment talk shows, have many viewers. Thus, in the modern media discourse, television conversations, in particular, talk shows, occupy a large place. It has a great influence on the creation and formation of public opinion. The recipient is provided with acceptable, exemplary, and probable thought patterns in this or that culture. This form of broadcasting attracts a lot of people to the TV screens in all countries of the world, therefore the TV hosts in Georgia are showing an increasing interest in this genre.

Talk shows are an integral feature of the American and European television space. Of course, the Georgian television space is not an exception in this regard, and the Georgian TV viewers are spoiled by different types of talk shows. In entertainment talk shows we meet natural conversations. The conversational style is more like an interview. The host should ask the invited guest questions and continue the conversation. Entertainment talk shows are mostly aired at night because they are mostly meant for relaxation. So they are easily added to our routine. On the basis of the analysis of American and Georgian entertainment talk shows, we would like to determine what general features are observed in terms of excessive (exaggerated) complimenting in American and Georgian entertainment talk shows.

Linguistics of the 20th century came to the need of research of living language. Oral communication, dialogue and interview takes place in a specific situation. Conversation and dialogical speech is "language in action", "in live situations", with its uniqueness and individualism.

The study of TV shows is the most interesting as it is here that live dialogue is presented. A talk show with stylistic features belongs to a TV show of the speech genre. It brings closeness to the everyday conversational style we use in an informal situation. Therefore, it is common to use colloquial language style.

The TV genre system is a combination of interconnected and interactive genres. One of its constituent units is the interview. An interview is a verbal interaction in which one person tries to obtain information from another in question-answer mode. A talk show interview is usually person-centered, but it also shares the peculiarities of an informative interview, when, where, and how that person's immediate future plans should occur.

A talk show is a show that has a host who, for each episode, hosts different celebrities and interviews them or interacts with them. They talk about existing projects or future plans, play games, and have short comedy segments as well. In talk shows we meet natural conversations. All talk show formats are more or less common all over the world. as America was a pioneer in the production of talk shows most Georgian talk shows are analogues to American ones. Similarities are observed in terms of studio, special music, music band and talk show structure.

Each talk show, despite its genre diversity, is structurally the same: it consists of three parts: an introduction, an interview, and a conclusion. The main part is built on questions and answers. Each show has a guest or guests who tell us a story by answering a question; The conversation is mostly in the present tense, be it a direct recording or a repetition. A talk show is a product that competes with other products in the television space. These features are universal and are typical of talk shows in all countries.

According to O. Isers, "sophisticated compliments are always more appreciated than standard phrases" **(Isers 2002:188).**

The Oxford dictionary defines a compliment as "a ceremonial act or expression of politeness in the strictest sense of the word; Take, for example, a well-chosen remark to someone, implying or containing praise; However, it also means politely conveying praise or respect while speaking or any other similar action **(Beridze 2020:101).**

According to E. Hatchi and N. Wolfson, a compliment is one of the forms of speech, which is determined by a fixed speech and includes a positive evaluation of the addresser, shows goodwill towards him, increases solidarity between the addresser and the addressee **(Hatch 1994; Wolfson 1983).**

It is quite difficult to separate a compliment from a praise. According to M. Fedosuk, this is possible only by taking into account the situation of the conversation, the personality of the communicators, their gender and the relationship between them **(Fedosuk 1997:113).**

O. Isers considers compliment and praise as a speech tactic. He sees the difference between them, first of all, in the purposefulness of the speaker - for praise, a positive assessment is the main goal, and for a compliment, it is a means of conveying good feelings; On the other hand, praise is an assessment of achievements, while a compliment is not limited in terms of content **(Isers 2002: 178-180).** According to the definition presented above, in practice it is always impossible to distinguish a compliment from a praise.

Compliment - is an expression where praise is the main and only speech tactic; Committed to the realization of a strategic communication goal and aimed at maintaining a positive relationship. A compliment serves to "raise the mood, create goodwill and additional stimulus for conversation, thus, it helps to achieve the goal of communicative and external communicative conversation **(Formanovskaya 1989:193).**

Paying a compliment is a complex sociolinguistic skill **(Holmes 1995).** It represents "a positive evaluation of something or an action, directly or indirectly, which is directly related to the appearance, achievements or possessions of the person receiving the compliment" **(Coats 1998:146).**

Taking all this into account, a compliment can be perceived as a highly polite and positive speech that allows the addressee to feel comfortable about his advantages, skills and competences, and generally positive qualities. If we judge in this way, "a compliment serves to increase or consolidate the solidarity between the speaker and the addressee" and to deepen the feelings between the members of a specific group **(Holmes 1988:448).**

A compliment implies the speaker's creativity, unlike greetings, farewells, addresses, and thanks, which are themselves purely ritualistic speech tactics. E. Hutch identifies four important functions of compliments:

1. Establishes mutual understanding and transfers the greeting to the topic of conversation;

2. Supports and reinforces an action that leads to a positive outcome, for example: a coach's compliment to an athlete (in our case, a host's compliment to a guest) drives the entertainment talk show interaction into a warmer, more direct and open environment, which in turn allows the conversation to be more down-to-earth and the guest should open up more when talking about personal topics with the host. Therefore, such conversations are much more interesting for the audience);

3. It is used to express gratitude, for example: the journalist's gratitude to the respondent for a very interesting conversation;

4. Mitigating criticism (Hatch 1994).

Based on J. Manes and N. Wolfson's classification, there are three categories of basic themes of compliments (Manes, Wolfson 1981).

Appearance - A compliment on appearance is the most common type of compliment and is presented with almost equal frequency in American and Georgian entertainment talk shows. In American talk shows, we often find the following words used for complimenting: ''You look great'', ''I like how you are dressed'', ''This is perfect'', ''You look gorgeous''. For example:

Host: ''I like this''

Guest: ''You like this? Of course, you like''

Host: ''Who is this?''

Guest: ''I did it for you. I don't even know who it is''

Host: ''It's good. Who ever it is, it's real good''

Guest: ''Thank you''

Host: ''**You look great"**

Guest: ''Thank you'' **(Ellen Degeneres – 09/02/22)**

Host: ''Please welcome the multi talented Zendaya [Applause], talented beautiful, **that's beautiful you look great"**

Guest: ''thank you'' **(Ellen Degeneres – 31/03/2016)**

Host: ''**I love how you're dressed you're dressed like a star**"

Guest: ''Well I, I, I was thinking you know I like to pair my clothing with interesting things I was thinking I, I feel like a little brushed aluminum on a dashboard of an old cadillac and I, I went to a Cadillac and they had it''

Host: ''**This is perfect" (Jimmy Kimmels Live – 21/04/22)**

Host: ''**You look gorgeous.** Welcome back to the show.

Guest: ''Thank you very much''

Host: ''I love having you here. You know, we were both. We attended the Met Gala... -...the same night''

Guest: ''We did''

Host: ''I didn't get a chance to see you, but I did see the pictures. Look at this [photo]

Guest: ''Oh, Thank you''

Host: ''Look at this. **Gorgeous. Oh, my gosh"** [Cheers and applause] **Stunning" (Jimmy Fallon – 19/05/2022).**

In Georgian entertainment talk shows, we always find many compliments addressed to the guest by the host-presenter when announcing the guest and starting the conversation with him. For example:

Host: "We present to you the guest of Uruskesi - **the most beautiful singer, presenter, and the most beautiful Tika Fasatsia".**

Guest: "That's Uruskes, we established it"

Host: "You are **the best, the most beautiful** and how are you?" It's good that you are with us''

Guest: "Thank you Uruskesi for inviting me" **(Uruskesi show - May 1, 2022).**

Host: Hello Nutsa, how are you my friend?

Guest: Hello, hello, well, how are you?

Host: "Well, **as always you look gorgeous, I must point out"**

Guest: "Thank you, thank you very much"

Host: "Who doesn't agree with me?" If you don't clap, I'm really interested'' **[applause] (Giorgi Gabunia's show - 05/06/22).**

Host: "**You are very beautiful, you are so beautiful that** I don't know..."

Guest: "Thank you very much, it's a great compliment from you to tell me this."

Host: "**You're really beautiful,** maybe it's my own opinion now... but no, it's an objective attitude, because **you're really a very beautiful, beautiful lady" (Only with Lela - 25/05/22).**

Compliments on skills and abilities - **"You were so great", "You were phenomenal", "You were really cool", "the most talented and fascinating movie stars of all".** For example:

Host: ''**You were so great on** "Ozark" that I hope you won every award that was known to man to give to an actor. You deserve it. You were great. **That was phenomenal.**

Guest: ''Wow, thank you'' **(Jimmy Fallon – 07/05/22).**

Host: ''**Congratulations on cover girl thing, that's really cool"**

Guest: ''Thank you, I am very excited'' **(Ellen Degeneres – 31/03/16).**

Host: ''Our first guest tonight is an Oscar winner a ghost rider and one of the **most talented and fascinating movie stars** of all next he stars as Nick and Nicholas Cage in the unbearable weight of massive talent it opens in theaters on Friday. Please welcome Nicholas Cage'' **(Jimmy Kimmel – 21Friday).**

Host: "In short, today I had **a very strong lady, professional journalist** Thea Adeishvili" **(Only with Lela - 05/25/22).**

Host: "**You're a genius**, you pulled it off absolutely well, thank you so much for being my guest, **you're so fantastic, a star, you're an amazing girl, applause" (Uruksesi Show - May 1, 2022).**

Host: "Today, the guest of my program is a singer who made a splash on the opera stage in Dubai just a few years ago. **An extraordinary girl, with an extraordinary voice,** Nutsa Buzaladze, my friends **(Giorgi Gabunia's show - 05/06/22).**

Personal characteristics - comments such as ``**nice guy''**, ``**you're so cute''** are compliments of personal characteristics. This category of compliments is often found in American and Georgian entertainment talk shows, with almost as much intensity as compliments on appearance and skills and abilities. For example:

Guest: ''And then I prevail by using my mind''

Host: ''Yes, it's really, **really clever**''

Guest: ''And my accent''

Host: ''Yeah, and you kind of – when it ends, you look back you go, ah. And it helps you follow that path of how you get there''

Guest: ''Yeah, that's key'' (**Ellen Degeneres – 02/03/18).**

Based on the discussed examples, compliments according to O. Isers' classification can be divided as follows **(Isers 2008:187).**

A direct compliment directed directly at the addressee. At the beginning of the program, direct compliments are mainly directed towards the addressee. After greeting the guest, the host starts the conversation by praising the respondent, which motivates the addressee to create and maintain a positive mood. In American and Georgian entertainment talk shows, they are realized in the same way. The hosts of the entertaining talk show often use the vocabulary of an informal register, which does not distinguish a television talk show from everyday family interaction. Observation of the empirical material revealed that similar compliments are abundant and occur with equal frequency in entertainment talk shows of both countries.

An indirect compliment is directed at the addressee who is not participating in the conversation. In this case, both English and Georgian are characterized by the frequent use of slang and jargon **(Beridze 2020:105).**

Conclusion

In both American and Georgian entertainment talk shows, depending on the peculiarities of the genre, the host and the guest address each other in an unofficial register, although both American and Georgian talk shows more or less feel the institutional character of the genre.

Based on the discussed examples, we can conclude that in entertaining talk shows the host and the guest are well-wishing to each other and do not hesitate to say positive words and praise each other during the show.

In conclusion, it can be said that the comparative analysis of the analysis corpus of both languages, regardless of cultural and linguistic characteristics, in both American and Georgian entertainment talk shows revealed the main similarity in terms of excessive (exaggerated) complimenting. The hosts of American and Georgian entertaining talk show and their invited guests do not spare each other words of praise or compliments related to their appearance and personal success. Thus, complimenting in entertainment talk shows establishes mutual understanding and transfers the greeting to the topic of conversation and also supports and reinforces an action that leads to a positive outcome and drives the entertainment talk show interaction into a warmer, more direct and open environment, which in turn allows the conversation to be more down-to-earth and the guest should open up more when talking about personal topics with the host. Therefore, such conversations are much more interesting for the audience.

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The Importance of Parental Involvement and Cooperation in Their Children's School Life

Nana Aleksidze (Ph.D) Associate Professor

(New University of Georgia - Educational Psychologist/pedagogical psychologist)

Abstract

Children live and grow up in several parallel spaces, so called exo-systems (micro system) and meso- systmes (macro system) – family, community, and preschool/school. Parental involvement ensures that these spaces are aligned, so that it is not difficult for children to move from one environment to another that different "spaces" are united by common values and that expectations for children are consistent. Relevant involvement of family (parents) has a positive impact on all parties involved - children, parents, teachers, kindergarten /on the school administration and the community.

The parenting styles   adopted by the parents and teachers largely determines the level of the child's academic and other functional performance in school, which does not necessarily mean positive. The impact of parental involvement or even non-involvement on the child's learning and also the quality of this involvement depends on the parents' parenting styles: authoritarian, authoritative, liberal or indifferent. However, these styles are not only characteristics of parents; the same could be said about teachers.

The problem that can become a problem, or a challenge and/or an achievement depends on the healthy parent-teacher communication   and the correctness of their parenting styles. Collaboration with parents is a two-way process and involves parenting support. A two-way process means that all parties – children, families, professionals and the local community – are co-recipients of education and socialization.

The level of awareness of the parent regarding the involvement in the school life of the child is one of the significant factors. This level of awareness is related to the parent's level of self-awareness and his perception of what it means to be involved, why and for whom it is significant or less significant. How can this relationship and engagement be implemented and with whom? These questions are answered when the parents have awareness of their parental involvement in their children's learning at school and not only at school. The article is about to present the results and outcomes of the research made on the parents' involvement and its influence on the children's' academic achievenmts.

Key words: **Parental involvement; Academic achievement; Parental styles; Teacher-Parent-student triangle; Teacher-parent communication**.

Introduction

A parent plays an important and crucial role in a child's growth and development. The relationship between him and the child begins even before the birth of the child. The kind of parent-child relationship determines the child's disposition towards himself and society, his attitudes and attitudes towards himself and the others. The most difficult and painful process is the separation of parent and child, especially the separation that is not only physical but also psychological (Crawford, 2002). This separation is not only difficult for the child, it is often more difficult for the parents. The first sign of separation is the recognition of one's(parents') own boundaries and the child's personal boundaries, acceptance of the child's age-related growth and development, and the difficulties and/or challenges associated with these developmental stages (Berk, 2018). All these determines the quality of parent's involvement in their child's life, and in particular, within the framework of our community, in their child's school life. This involvement binds and creates the triangle which is called *parent, child, teacher* or *family, pupil and school* (Wolfolk, 2009). How the members of this circle interact with each other has a direct impact on the child's learning, development and attitude towards future life, including school and academic performance.

Parental involvement in the child's life at different stages of development is considered to have a positive influence on the child, both in preschool and school (early, basic) age (National Education Plan, 2018). However, the main thing to consider here is the level of parental awareness of this involvement, the degree of involvement, form, content and frequency. Therefore, there is parental involvement without separation, which implies interference and a sharp violation of the child's personal boundaries, and involvement based on cooperation, which implies recognition of the child's personal boundaries, recognition and awareness of one's own personal boundaries, and the third. What is between these two, but serves neither the direct control of the child nor the real desire for companionship, these are the stereotypes of the society and the pressure that for the image of a good parent it is necessary and obligatory to involve the guardian in the child's school life. Only within the framework of the involvement determined by the desire to actually work, we can talk about the positional role of the parent's involvement(Woolfolk, 2009 & Gordon, 2014).

The term "parental involvement" refers to a shared and ongoing responsibility for improving student achievement and learning, both at home and at school. Parental involvement in school life is of particular importance for student success. Regardless of the socio-economic status of the family, the parent's participation in the child's education has a great impact on the student's development. It brings together parents and teachers to work together to improve student academic achievement. "Parental involvement" means the participation of parents in regular, multifaceted communication, in the student's learning process and in various school events. this time:

• Parents play an important role in their child's learning process;

• Parents participate in events planned by the school;

• Parents are involved in the learning process of their children as full partners and participate in making decisions about the child's education.

For parents, "parental involvement" can mean:

• attend as many school events as possible;

• Encouragement and praise of the child's work well done by the parent;

• setting real requirements for the school;

• Regular meetings with teachers and discussion of their child's progress;

• Helping the student with homework;

For principals and teachers, involving parents in school life means:

• providing parents with relevant information about their children's progress;

• Providing information to parents about school events;

• Organizing regular meetings to review student progress.

Acknowledging, respecting and reflecting on the different perspectives of parents is the first step on the road to parental involvement. It is important for the reflection process to be a part of the dialogue - let's ask the parents why they consider it important in this way and not in another way? Explain why we think differently? When there are great differences between our vision and the parent's vision, is it possible to find a point of intersection that both sides can agree on? What is the main thing that we, as professionals, cannot avoid? Where is the red line to protect the interests of the child?

An important part of the reflection process is realizing that every parent can contribute to their child's development, learning and success. Helping a child in a family environment naturally means much more than helping him during his studies. It may be difficult, but it is very important to notice and encourage the abilities of each parent in the process of joint upbringing and education of the child. To be a teacher is to a certain extent to be a social activist who believes in the abilities and potential of each person, to create a stronger and more just society through the empowerment of individuals, and strives to create a dialogue and a joint peaceful field of action with people from the most different positions. Therefore, in the process of cooperation with parents, it is important to accept all parents as equal partners. The participation of parents in the processes taking place in kindergarten or school simplifies relations and forms a cooperative attitude, strengthens the ties between home and school/kindergarten, between parents and teachers, between parents and school/kindergarten, between school/kindergarten and the local community. Finally, in order to promote cooperation with parents, it is fundamental to remember that this is primarily our responsibility as professionals. Contact with any parent can be "difficult," regardless of the parent's gender, ethnicity, marital status, education, or income. It is the teacher's duty to connect with each parent individually.

Why is parental involvement important?

Cooperation with parents is a two-way, mutual process and includes parenting support at home (upbringing, care, education) and improving the educational process and environment in kindergarten/school. A mutual process implies that all parties – children, families, professionals and the local community – are participants and recipients of education and socialization. Parental/family involvement is important to promote social inclusion and integration in society. Kindergartens and schools are those rare public spaces where children and adults of different cultures, socio-economic conditions, ethnicities and abilities work in one space. That is why they naturally carry the potential to promote social inclusion and democratic engagement not only at the micro level (kindergarten, school), but also for the wider community (Bush, 2002).

Why is parental involvement difficult? Parents' involvement is often a difficult mission for teachers. The main reason for this challenge is usually parents' busyness, lack of time or their lack of interest in children's education. However, the most important obstacle is often overlooked – the expectations and attitudes of the other party. The table below summarizes the common views of parents and teachers towards the other party.

When communication between parents and the school is regular and effective, parents' involvement increases, their evaluation of the school increases and a positive attitude towards the school is formed. In terms of personalization, successful parent involvement programs are typically created with the specific needs of the school or its community in mind, and both are flexible/tailored to meet those needs. A strategy that is successful in one school may not work in another. Therefore, it is possible that different parent involvement programs are presented in different schools (Gordon, 2014).

The Primary Education Project of Georgia (G-PriEd) has selected projects/activities/measures, the implementation of which does not require large financial resources and is easy to implement. In order to ensure long-term public effectiveness in Georgia, the activities provided by the parental involvement program must be well planned, comprehensive and aimed at the parents of all students. It takes a lot of willingness and determination on the part of parents, and schools need to work with them so that school and family have the same expectations and support the learning process. Research has shown that schools with effective parent involvement programs have achieved many positive outcomes, such as: improved achievement; high attendance; good behavior of students; Raising parents' confidence in school and teaching(Gordon, 2014).

Students are supported and motivated to learn in an environment where parents are: friendly, respected and valued; They are considered partners in the study and development of their children; They have many opportunities to be involved in school activities; they have constant

communication with the school staff; The school provides useful information that encourages their involvement. An effective parent involvement program implemented by the school should recognize the importance of the parent's role in education and provide multiple means for parents to express their views. To facilitate the implementation of this program, G-PriEd has prepared resources that schools can use to strengthen their parent involvement program. Each resource can be modified according to the school's requirements.

Active parental involvement has a positive impact on the school community, teachers, parents and students. We discuss the benefits of each group below.

Benefits for the student

When a parent is involved in a child's education, the student achieves better, regardless of the family's socioeconomic status, ethnicity, or parental education level (Tsereteli, 2015) :

- A student whose parent is involved in the process of their child's education finishes school more successfully and has better opportunities and conditions to continue their studies;

According to statistical data, if parents do not have a relationship with teachers or are not interested in school events, their children's academic performance is lower than other children;

- When parents are involved in school life, students have a more positive attitude towards school and have more confidence in themselves and their abilities;

- Pupils whose parents are actively involved in school life have better behavior and the average rate of disciplinary sanctions applied against them is relatively low;

- Children of parents participating in school life have better relationships with both teachers and family members;

- Students from different cultural backgrounds learn more successfully when parents and teachers jointly try to reconcile cultural differences in the family and school.

Benefits for the parent

Parental involvement is important both for improving student outcomes and for developing parenting skills. The social, emotional side and personal qualities of the parent change(Tsereteli, 2015).

As a result of participation in the child's education process, the parent:

- becomes more understanding towards one's own child;

- Pays more attention to the needs of the child's social, emotional and intellectual development;

- becomes more caring, less strict towards the child and appreciates the child's achievements more;

- becomes more self-confident and happily engages in the process of child education and upbringing;

- is more confident when making decisions;

- pays more attention to raising his own knowledge level and skills;

- more successfully uses various opportunities to meet the needs of his family and child;

- Allows the child to express his views and problems more boldly. builds more positive relationships with his child's teachers;

- Has more complete information about the child's condition and takes timely measures to solve his problems.

Benefits for the teacher

- Active cooperation with parents helps the teacher to become more confident.

- Teachers have more respect for their profession;

- They are more satisfied with their work and its results.

Parental involvement increases the quality of communication between parents and teachers, which helps the teacher to systematically obtain comprehensive information about the child. Adjusting the learning process to the individual needs of the student will give the teacher the desired result(Tsereteli, 2015).

Benefits for the school

- Parental involvement has a positive impact on the school in general:

- The school has more support from parents;

- the image of the school in the society increases;

- School programs in which parents participate are more successful than programs in which parents do not participate;

- In schools where student achievement is very low, this indicator clearly improves after increasing parental involvement.

When talking about parental involvement, it is important to highlight the sides of this involvement, because it is not a one-way process, but a two-way and even a three-way process. Parent, child, teacher, which unites family, student, school. In this process, it is necessary to consider what parenting style the parent and teacher have chosen, what forms of communication they use with the student, parent and teacher. The discussion of these factors and the conducted research will provide a sufficient answer to the following questions:

1. What is the level of awareness of Georgian citizen parents and teachers on the role of parental involvement and cooperation as influencing the child's academic performance.

2. What factors or who determines the initiative of parents to be involved in their child's school life.

3. The degree of parent's trust towards the child and the teacher directly determines the quality of parental involvement.

4. What are the barriers to parental involvement in Georgia?

By answering the research questions, which is based on the literature review and conducted research, the main provisions in terms of parental involvement and cooperation in the Georgian reality will be identified and recommendations will be made based on and taking into account the conducted research, its results, and the literature review.

The main hypothesis of the research is: the forms of parental involvement in the child's school life are determined by the level of parental self-awareness and the quality and forms of this involvement.

Procedure

The research was conducted on the principle of random sampling. By means of a specially prepared questionnaire, which was semi-structured, consisting of mostly closed and several open questions. The questionnaire consisted of a total of 15 questions. The questionnaire was based on the following research factors (a total of 8 factors) as influencing the involvement of parents and the quality of this involvement in the school life of students. These factors investigated the attitudes of teachers and educators regarding the involvement and cooperation of teachers in the school life of students.

These factors are:

1. Identification of the parent who may have been a cover (parent as a teacher and as a parent)

2. Age of the respondent

3. Gender of the respondent

4. Parent's perception and attitude regarding school involvement, which itself included the following clauses (what does this involvement include in the parents' perception):

> ➢ Taking the child's lessons daily and checking the marks and scores

> ➢ Frequent communication with the teacher about the child's learning and development at school

> ➢ The so-called school systematic attendance at meetings

> ➢ Supervision of home studies

> ➢ Unconditional fulfillment of the teacher's instructions

> ➢ The active involvement of the parent in the school life of the child, in addition to the academic performance, implies more: supervision of the psycho-emotional state of the child in the classroom (how the child feels at school)

> ➢ If you want to write something else, write it in the additional option (other)

5. The level of parental trust and the object of trust with the statement: "As a parent, I trust the teacher more than my child when it comes to education or behavior."

6. Active involvement of parents in their child's school life.

Which investigated the attitude that this active involvement means more than academic performance:

> ➢ Monitoring the psycho-emotional state of the child in the classroom (how the child feels at school)

7. Parent's self-perception and awareness in his role as a parent and in his relationship with the teacher with provisions:

> ➢ When there is a problem with the child and the teacher scolds me, I consider myself a student (only the guardian or guardian answers the question).

> ➢ If I express any contrary opinion to the teacher, which I consider to be fair or correct, I still remain silent, because I have a feeling that he will "spell" on my child. The question is: are you keeping quiet?

> ➢ The role of parental self-awareness in why it is important to be involved in the child's school life determines the success of the child's academic performance.

8. Attitude of parents (evaluation positive, negative, and/or neutral) and determination (explanation/reason) by parents regarding their child's school involvement

Active involvement of parents in their child's school life means:

a) daily delivery of the child's lessons and control of marks and points

b) frequent communication with the teacher about the child's learning and development at school

c) the so-called school systematic attendance at meetings

d) supervision of home studies

e) free opinion of the respondent

9. Influence of society, imitation. With the concept: "If someone else is doing it, I should do it too", and/or creating and maintaining the image of an "active parent" is one of the "encouraging" factors of my involvement as a parent in my child's school life.

10. Barriers perceived by parents regarding involvement in their child's school life.

a) Lack of time

b) less cooperation from the teacher

c) Negative superstition ("An active parent is prone to find fault in school life and is therefore a bully" for this reason.)

d) categorically not accepting this involvement from the child

e) Lack of knowledge of the forms of parental involvement on the part of the parents themselves

f) language barrier

g) economic or social status

h) Write down which of these is a barrier for you and why, and if there is another barrier, write it down as well, if there is none at all, please record it as well.

Fifty people participated in the research, 48 (forty-eight) of them were parents directly, two (2) were guardians, five (5) were both parents and teachers.

The questionnaire is compiled according to the Likert scale with a 5-point system: I agree, I strongly agree, I don't know/neutral, I don't agree, I strongly disagree. The questionnaire is filled out online docs.google. through forms.

The research was conducted in Georgia, the participants were residents of different cities and districts. Only parents, teachers (although from the role of parents) and guardians participated in the study voluntarily. 5 of the 48 parent participants of the study were male parents, and the remaining 43 were mothers.

Research results and analysis:

Let's consider the research results according to the answers received from the research factors and sub-factors.

1. Identification of the parent, which could be a cover (parent as both teacher and child) 60% of the respondents say that they are parents, 10% are guardians, 22% are both teachers and parents, 5% are only teachers, and 3% are neither guardians , neither a teacher, nor a guardian (this category did not participate in the questions that were only about the parent's experience, but answered the rest of the questions and stated their attitude regarding the research topic). However, 60% of the interviewees are caregivers and 10% are guardians, which gives us a total of 70%, which is a reason to think that the participation in Kwela was mainly taken by those who have direct contact with children and students and have the experience of being a parent and/or guardian of a school student.

2. Regarding the sex of the interviewees, 89% of them were female and 12% were male. All male representatives were also parents at the same time.

3. As for the age category, here we have more variety:

Table #1

age	17-21	22-26	27-31	32-36	37-41	42-46	47-51	52+
%	0	1	7	24	33	32	1	2

As can be seen from the results, the age category higher than the field included participants who were parents between the ages of 37-41 and 42-46.

4. Parent's observation and reflection on the quality of the child's school life on the basis of his involvement as a parent in the school life. Parent's perception and attitude regarding school involvement, which itself included the following sub-provisions (what does this involvement include in the parents' perception):

➢ Taking the child's lessons daily and checking the marks and scores

➢ Frequent communication with the teacher about the child's learning and development at school

➢ The so-called school systematic attendance at meetings

➢ Supervision of home studies

➢ Unconditional fulfillment of the teacher's instructions.

Table #2

agree	Strongly agree	Do not know	disagree	Strongly disagree
26	14	2%	18	40

These provisions measured the extent to which Mshbeli was actually directed to authentic cooperation, implicitly and not explicitly, that is, motivated only by external factors, without internal desire. The responses showed that the neglect of external factors (which also means evidence of implicitness) showed a higher result at 58%, and that this involvement is only explicit at 40%.

➢ Parents' involvement in children's school life is positively perceived:

Table # 3

By parent	By the student	By the school teacher	By school administration	By society
16	32	15	5	32

As we have seen, 32-32% of parents believe that they are positively perceived by their children and society more than by parents and teachers. Positive perceptions by parents and teachers are almost identical at 16%-15%. And if we add the administration to the teacher and combine it into a single construct, as a school (teacher and administration), then it will come out to 20%, which is already more than the positive response related to the positive perception by the employer (16%)

5. The active involvement of the parent in the school life of the child, in addition to the academic performance, implies more:

➢ Monitoring the child's psycho-emotional state in the classroom (how the child feels at school).

Table #4

agree	Strongly agree	Do not know	disagree	Strongly disagree
65	25	0	3	7

As can be seen from the answers, 90% of respondents (I agree, some agree) share the opinion that the active involvement of the parent has an impact on the psycho-emotional state of the child and implies monitoring of this state as well.

6. The level of parental trust and the object of trust (child or teacher), with the statement: "As a parent, I trust the teacher more than my child when it comes to education or behavior."

Table #5

agree	Strongly agree	Do not know	disagree	Strongly disagree
27	2	0	63	8

29% of the interviewed parents agree with the opinion that they trust the teacher more and therefore the object of his trust is more the teacher than the child, and 71% trust their own child.

7. Parent's self-perception and awareness in his role as a parent and in his relationship with the teacher with provisions:

➢ When there is a problem with the child and the teacher scolds me, I consider myself a student.

Table #6

agree	Strongly agree	Do not know	disagree	Strongly disagree
35	3	1	45	15

38% of respondents feel in the position of a student when the teacher scolds about his own child and therefore is not in the position of an adult (transactional analysis), and 60% of the respondents think that he does not feel like a student when the teacher scolds about his child.

➢ If I express any contrary opinion to the teacher, which I consider to be fair or correct, I still remain silent, because I have a feeling that he will "spell" on my child. The question is: are you silent?

Table #7

always	sometimes	never	seldom	Very seldom/almost never
0%	22%	53%	7%	18

According to this provision, which also implies the ability of the teacher to express any contrary opinion in the relationship with the teacher or the society with the persons connected to the school, and measures conformity, confrontation with the parent's behavior, in terms of the transactional analysis of his position, the parent is a punished or obedient child and not an adult. 53% of respondents say that they are never in the child's position, 7% confirm that they are rarely, 18% very rarely, and not a single parent confirms that they are always. In total, about 78% (53 (never) + 18 (very rarely) + 7 (rarely)) are mostly not in the child's ego state in communicating with the teacher and freely expressing their opinion. And 22% are more conformist and in a child ego state. In total, 53% are the category of drivers who are never compliant.

➢ The role of parental self-awareness in why it is important to be involved in the child's school life determines the success of the child's academic performance.

Table #8

agree	Strongly agree	Do not know	disagree	Strongly disagree
32	41	0	24	3

73% of the interviewed parents agree with the statement that the role of parental self-awareness in relation to the concept of parenthood is influencing the child's school life and academic performance. And 27% do not agree with this provision.

8. Attitude of parents (evaluation positive, negative, and/or neutral) and determination (explanation/reason) by parents regarding their child's school attendance

Active involvement of parents in their child's school life means:

a) daily delivery of the child's lessons and control of marks and points

b) frequent communication with the teacher about the child's learning and development at school

c) the so-called school systematic attendance at meetings

d) supervision of home studies

e) unconditional fulfillment of the teacher's instructions

Table #9

agree	Strongly agree	Do not know	disagree	Strongly disagree
40	23	2	32	3

63% of the interviewed parents agree with the opinion that constant involvement and control in the daily learning process of the child, frequent communication with the teacher, supervision of the student at home, unconditional fulfillment of the teacher's instructions, are the basis of active involvement in the school life of the child. 35% do not share this opinion, and 2% find it difficult to answer.

9. Influence of society, imitation - "If someone else is doing it, I should do it too", and/or creating and maintaining the image of an "active parent" is for me one of the "encouraging" factors of my involvement as a parent in the school life of my child.

Table #10

agree	Strongly agree	Do not know	disagree	Strongly disagree
20	0	0	62	18

Most of the surveyed teachers, 80%, do not share the opinion that the teacher is involved in the school activities of children in order to create "the image of a good teacher" and to meet the explicit demands from the society, but 20% believe that this is true.

10. A parent's reflection on the positive role of his involvement as a parent in various aspects of his child's school life. This provision determines whether the parent is satisfied with the factors listed in section #11, and the parent believes that his involvement in the school life of his child may have a positive impact on the student.

Table #11

Academic achievement	Personal-social skills	Have no answer	Positive disposition and attitudes towards school and the teacher	All previously mentiones items
7%	33%	0%	11%	52%

As we can see, 7% believe that it will have a positive impact on the child's academic performance, 33% believe that it will have a positive impact on the child's social skills, 11% on the child's positive attitudes towards school and learning, and 52% believe that all the listed factors will have a positive impact.

11. Barriers perceived by parents regarding involvement in their child's school life.

a) Lack of time

b) less cooperation from the teacher

c) Negative superstition ("An active parent is prone to find fault in school life and is therefore a bully" for this reason.)

d) categorically not accepting this involvement from the child

e) Lack of knowledge of the forms of parental involvement on the part of the parents themselves

f) language barrier

g) economic or social status

Table#12

Lack of time	less cooperation from the teacher	Negative superstition ("An active parent is prone to find fault in school life and is therefore a bully" for this reason.)	categorically not accepting this involvement from the child	Lack of knowledge of the forms of parental involvement on the part of the parents themselves	language barrier	economic or social status
40	10	10	0	38	1	1

As we see the answers differ about the barriers parents think to exist as hampering factors in their involvement in children's school life. Most of the parents name one of the main barrier "lack of time" 40% and Lack of knowledge of the forms of parental involvement on the part of the parents themselves 38%. Then come less cooperation from the teacher and Negative superstition ("An active parent is prone to find fault in school life and is therefore a bully" for this reason.) 10-10 %.

According to the obtained results, we can distinguish the following main categories, where we will combine and group the factors that are very similar in terms of content and meaning of the research issues. Since the research was conducted only among parents, teachers and others. To find out the attitude towards the main idea of the topic. Accordingly, we can focus on the categorization of adults, in particular, parents, which may potentially influence the quality of the child's school life and have a direct impact on the quality of involvement of parents and adults in the child's school life.

The categories are separated according to the theories and psychological directions identified in the literature review, namely transactional analysis and parenting styles (Berne, 2017 & Woolfolk, 2009).

1. Conforming parent (child's ego state)/ (pseudo-liberalism and caring parent)

Parents who were distinguished by high trust in the teacher, ignored their child's voices, had unconditional obedience to the teacher, and expressed their opinion freely without difficulty were assigned to this category.

2. Non-conforming parent (adult ego position/or rebellious child's ego position)/(strictly controlling and/or democratic authoritarian parent)

Parents who, in any case, did not refrain from expressing their opinion, even if it was potentially disapproved by society and/or school, teachers, were divided into the category of non-conforming parents.

3. Parents focused on society and explicit encouragement, close to conformity (strictly controlling parent/pseudo-caring parent or submissive parent's ego state)

Such parents are divided into different categories, one of which is not interested in the image of a "good teacher" and therefore unconditionally fulfills the expectations of society, both of the teacher and the school, which potentially implies an inauthentic attitude towards the child and is divided into two categories: either the liberal and the caring and involved only in facade, or / And very controlling and cutting.

4. Adult ego state, balance (democratic parent)

In this category, those parents who maintain the balance, have a high number of sakuari children were distributed. They are involved in school life, not only for the sake of society and school, but also for instilling in their children positive attitudes towards school and learning. They have a high awareness of the role of parents, they are not conformist, but they are not pseudo-confrontational either. Such parents fall into the category of parents with an adult ego state and a democratic parenting style.

(See the detailed results of each category in the results above (Tables 1 to 12 inclusive).

According to these categories, we can conclude that the main thing is not how much the parent is involved, but what is meant by this involvement, what is the basis of this involvement and in what form, how often and with what expectations this process takes place. How is it bilateral, unilateral or bilateral (school, child, family)?

The results of the survey showed that parents with an adult ego state and democratic parenting style predominate, although they are followed by parents with a controlling style. These two extremely different positions show that society is still in search of balance. These two extremely different approaches and results are a direct reflection of the society in which the children grow up, and accordingly this reflects on the quality of school life of the children. This finding requires additional research involving students and possibly comparing different variables. However, at this stage, the research has highlighted the real consequences of the categories of parents involved in school life and those who cannot be involved due to the barriers presented by them.

The results of the research give a strong argument that it is necessary to devote more time and carry out various measures in this regard:

- To increase parental awareness about parental status

- The level of parents' knowledge, if it means parental involvement and in what form

- What are the effects of involvement on the child, parent and school

- Parental Involvement Strategies and Best Practice Principles

Recommendations / discussion

For parental involvement, educational institutions apply various strategies: communication, volunteering, family involvement in educational

activities, parenting support, participation in the decision-making process, cooperation with the community, remote involvement (eg online through social networks and other platforms). Discussing the specifics of each strategy is the topic of a separate article, but we can summarize the principles that are important to promote parental involvement in any situation:

• Creating an environment where the door is open for everyone to participate

• Focus on strengths and opportunities in the relationship

• Focus on both process and outcome

• Acknowledging and respecting each other's learning opportunities

• Respect for individual views, experiences and culture

• Promotion of cooperation and strengthening of ties

• Active participation, sharing of knowledge and experience

• Participation in the process of making choices and making decisions

• Support for social inclusion and integration

• Empathy

• Providing additional support when needed

• Supporting parents as semi-professionals.

What is successful parent involvement?

Successful parental involvement can be defined as the active, regular participation of a parent in his or her child's education. Involvement can also be shown at home - when parents read with their children, help with homework and discuss current events at school. In some schools, parents can voluntarily participate in class activities. Such schools regularly communicate with parents and involve them in the learning process.

What are the barriers to successful parent involvement?

In many cases, schools do not involve parents in their activities because they think that they cannot help themselves. "This is more of a tentative idea. "Educators believe families don't want to be involved, when in fact families don't know how to be involved," said Karen Salinas (director of communications for the Center for School, Family, and Community Partnerships, Johns Hopkins University, one of the most influential advocates of parent involvement in schools).

On the other hand, parents sometimes refrain from getting involved in school processes because they have little free time or because they do not speak Georgian well. Also, one of the big problems is the lack of communication between the school and families; Parents believe that they are not looking forward to school. This is partly the result of the acquired, often negative, experience, which leads us to believe that parental involvement in school life will not bring positive results.

Despite the barriers to communication, both schools and parents want the relationship to be more intense if it is beneficial for the students. Schools that are successful in parent involvement do not just operate within the framework of a simple definition of involvement. They are not limited to counting parents who attend meetings or voluntarily participate in events; Are not overly focused on requirements such as parent signatures on student homework. They believe that the student's success is the common interest of the school and the family, they consider the parent as a partner in the learning process, and then determine specific ways to strengthen this partnership. In the next section, three ways to solve problems in the field of parental involvement are presented: 1) improving communication, 2) raising awareness among school staff and families about the importance of parental involvement, and 3) personalization.

Successful parent involvement programs are usually created with a specific need in mind for the school or its community, and both are flexible/customized to meet that need. A strategy that is successful in one school may not work in another. Therefore, it is possible that different parent involvement programs are presented in different schools.

• Create a website

• Send a letter or e-mail to the parent (letter in electronic form)

• Talk on the phone, text, use social networking, meet parents, start parenting clubs – listen to parents!

• Provide information to non-Georgian speaking parents.

Conclusion

It takes a lot of willingness and determination on the part of parents, and schools need to work with them so that school and family have the same expectations and support the learning process. Research has shown that schools with effective parent involvement programs have achieved many positive outcomes, such as:

• improving performance;

• high attendance;

• good behavior of students;

• Raising parents' confidence in school and teaching.

Students are supported and motivated to learn in an environment where parents:

• They are received in a friendly manner, respected and appreciated;

• They are considered partners in the study and development of their children;

• have many opportunities to get involved in school activities;

• have constant communication with the school staff;

• The school provides useful information that encourages their involvement.

The combined results of the research, in the case of three different typical public schools, allow us to make the following conclusions:

• The legal relations of the school and students' parents/legal representatives are strictly regulated by the centralized management vertical;

• Mandatory implementation of the right to know about parental rights cannot cover most of the rights established by law;

• Most of the legal relations between the school and students' parents/legal representatives are not institutionalized in public schools considering their autonomy and specificity;

• The majority of public school employees and parents/legal representatives do not know about their rights and duties established by law and the ways of their implementation;

• The center of gravity of power in the relationship between the school and parents is in the school.

• The relations between the school and the parents mainly depend on: 1. the motivation, personal qualities and competence of the school director; 2. Personal qualities and competence of class tutors;

• Parents' real involvement and initiatives in school life are limited only to: participation in school-initiated extracurricular activities; with awareness of students' academic performance and discipline;

• Initiative involvement of parents in various issues of school management is negatively perceived by schools;

• Most parents do not know how to get involved in school life.

• The majority of parents believe that legal relations with the school should be improved and their initiatives are useful for the education of students.

• Regular, structured communication between school and parent is limited in form and content. The primary communicator is the classroom teacher.

• Communication between the school and the parent is mainly aimed at monitoring the student's academic performance and behavior.

• More personalization of communication is desirable for most parents.

• Proactive informing of parents by schools about their powers and involvement in school life is not systematic and has the character of more fragmented experiments.

• As the number of students increases, the quality of communication between the school and parents decreases.

• The establishment of an effective communication system by schools with parents is hindered by the limited administrative autonomy of the school - the management of the public school depends more on the Ministry and therefore on its control than on the parents and the local community.

Parents are little informed about their rights and opportunities to be involved in school. Taking into account the conducted research, its results and conclusions, it is recommended:

✓ Public school directorates and boards of trustees should jointly begin a consistent and widely participatory process of developing the

school's basic regulatory documents (charter, bylaws, and contract). Because of this process, authentic clarifying conditions and mechanisms for the realization of all legal rights of members of the school community should be established. On the one hand, this should become the basic practice of informed and effective involvement of parents in school life. In addition, the content and mechanisms of the finally established interaction will be an authentic reflection of the particular school and its community. On the third hand, the transparency and publicity of this process ensures the confidence of the school community in its results.

✓ In order to increase the effective involvement of parents in school life, the school directorate, the board of trustees and the pedagogic board should jointly develop: proactive mechanisms for regular and full-fledged information for parents, as well as mechanisms for two-way and personalized communication with parents.

✓ In order to promote the dissemination, introduction and institutionalization of good practices of parental involvement in school life, the organization "Parents for Education" will create a platform for regular sharing of experiences. For the support, effectiveness and sustainability of such an initiative, it would be better to cooperate with other motivated organizations (eg: Association of School Administrators, Public Defender's Office, etc.).

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Promoting Intercultural Competence Among English Language Learners: Addressing the Gap Between Theory and Practice

Eter Ozbetelashvili and Jonathan E. Shaw | Proceedings of IRCEELT-2023

Abstract

The idea of promoting intercultural competence has been widely embraced by educators around the world, yet there remains a pronounced gap between theory and praxis. This paper will review efforts to close this gap in the context of English language learning classrooms. We argue that to be effective, efforts to promote intercultural competence must begin with a more precise and substantive conception of interculturality. To this end, we review past efforts to address sociocentrism and articulate visions of interculturalism and pluralism in English language text-books. We argue that one way to fully realize the aims of interculturalism, we must return to its roots in must older and well-defined notions of critical thinking.

Introduction

The word "intercultural"— and related words like "interculturalism" and "interculturality" — feature prominently on websites extolling the inspiring academic mission or vision of almost every Canadian university. These universities promise to instill in their students a 'global perspective' and a set of skills to equip them to engage in an 'increasingly globalized world'. But to peer any deeper into exactly what, for example, an 'intercultural outlook' might mean is a vexing task. In some cases, it seems to be an updated iteration of the cherished Canadian ideal of "multiculturalism". In others, it seems to mean something vague about "celebrating diversity". This ambiguity is no accident. "Like many important notions in education, interculturality tends to be polysemic, fictional, and empty at the same time, conveniently meaning either too much or too little" (Dervin, 2016, p.3).

While the use of vague and effusive language in mission statements is innocuous enough, there are important consequences to imprecision around what *exactly* is meant by "interculturalism" in the context of higher education. For teachers, especially language teachers, these consequences emerge when we translate theory into praxis. How do these ideas play out in teaching and learning environments? How are they represented in learning outcomes and classroom interactions? Addressing these questions requires a precise understanding of what the development of an intercultural ethos means, and here things get murkier still.

In this exploratory paper, we hope to describe efforts to cultivate and teach interculturalism in the context of English language learning classrooms. We begin with a brief look back at efforts to define what we now call "interculturality" before providing a short literature review highlighting efforts to distill these ideas into teaching and learning materials. We conclude with some preliminary thoughts on ways we, as language teachers and educators, might reimagine discourse on interculturalism in a more universal context.

"If you want new ideas, read an old book" – Ivan Pavlov

Spitzberg & Changnon (2009) argue that the origins of what we might today call an intercultural sensibility are as old as civilization itself. Emissaries dispatched to distant kingdoms "understood the importance of becoming schooled in not only the arts of social skills but also in the cultural milieu in which they seek an audience (p. 7)". Early efforts to construct a taxonomy of attributes and social skills required to navigate different cultural contexts were undertaken by Smith (1966) and Ezekiel (1968) among United States Peace Corps volunteers returning from field placements. This and other research in the 1970s and 1980s led to the emergence of numerous intercultural models which Spitzberg & Changnon (2009) categorize into five groups: compositional, co-orientational, developmental, adaptational, and casual path (pp. 9-34). From these numerous models, Dervin (2016) argues that three in particular have gained currency in classrooms around the world: Bennett's Development Model of Intercultural Sensitivity (1986), Byram's Intercultural Communicative Competence (1997), and Deardoff's highly influential Pyramid Model of Intercultural Competence (2006, 2009) (p.75-76). It is from the latter that we address the need to have a working definition of intercultural proficiency in the context of higher education. "Intercultural competence is "...the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions." (Deardoff, 2006, p28) This, along with Deardoff's articulation of what kinds of knowledge, skills, and attitudes might constitute a form of competency, offer a stable foundation for teachers to *begin to* put theory into practice.

Literature review

Agar (1994) and Kramsch (1993) assert that culture and language are interwoven, and language plays a fundamental role in the construction and expression of culture. "Consequently, cultural competency is a crucial aspect of language learning due to culture's impact on daily interactions, speaking, and behavior norms. Language classrooms are becoming the sites of cultural interactions, and the role of teachers are playing the role of "cultural workers" or "go-betweens." This requires them to facilitate intercultural, cognitive, social, and affective connections for their students, meaning language teachers must not only focus on linguistic and communicative competence but support students in developing intercultural competence as well (Kidwell, 2017).

Kidwell (2017) addresses the lack of comprehensive theoretical arguments about culture integration into language teaching by reviewing Larzén's (2005) categorization of three pedagogies-pedagogy of information, pedagogy of preparation, and pedagogy of encoun-

ter-for teaching culture within the language. The pedagogy of information serves the cognitive development missions where culture is seen as fact, and the teacher has the role of the transmitter of knowledge. The pedagogy of preparation considers culture as the skill and prepares to develop socio-pragmatic competence to help learners for effective communication with native speakers. The most intercultural approach is the pedagogy of encounter which focuses on fostering empathy and tolerance. The culture is seen as a social process, and the view of language is a semiotic process.

All the pedagogies mentioned above have their rationale to use in the language classroom, but the pedagogy of encounter focuses on developing intercultural competence. While it has gained attention in recent years, it should not be assumed to be the dominant model in language education. Instead, all three pedagogies—information, preparation, and encounter—can be found in different teaching contexts and even within the practices of individual teachers. The pedagogy of information has long been prominent, influenced by teachers' own language learning experiences, while teacher educators and scholars have widely advocated the pedagogy of preparation. As a result, various approaches coexist, highlighting the need for a comprehensive understanding of cultural teaching methods in language education (Kidwell, 2017).

The need to learn the English language goes beyond the development of grammar and communication skills. Despite many debates on their effectiveness in many educational contexts, communicative textbooks are commonly used for English language instruction. Ideally, they should incorporate cultural elements and foster the ability of learners to understand and interact with individuals from diverse cultures. According to Rodríguez (2015), communicative textbooks primarily focus on the target culture's easily observable and tangible aspects, lacking the potential for deep reflection and exploration of the more complex and controversial aspects. In his article "The Cultural Content in EFL Textbooks and What Teachers Need to Do About It" (2015), the integration of culture in three popular textbooks (he purposefully avoids mentioning their names due to ethical issues) is widely used for teaching communicative English. The author discusses the theoretical understanding of culture and emphasizes the distinction between surface and deep cultures.

For the analysis procedure of three popular EFL textbooks, Rodríguez (2015) examined how these books differentiate between surface culture and deep culture. He classified the cultural themes and examined whether they determined surface or deep culture. Topics such as holidays, geographical sites, food, and celebrities are characterized as static, congratulatory, neutral, and homogeneous aspects of culture which are categorized in the surface culture. Deep culture activities in the textbooks may involve transformative, complex, contentious, and heterogenous features of culture, which are often complex to approach.

Upon closer examination of three textbooks, they all included mainly surface cultural elements revolving around inner circle cultures using self-congratulatory aspects of mainly British and American culture. Only one textbook incorporates two tasks that delve into aspects of deep culture, specifically in the category of Customs/traditions. One of the tasks involves listening to a radio show where three guests from Thailand, Dubai, and Nepal answer callers' questions regarding table manners, greetings, clothing, male and female behavior, taboos, and offensive behaviors. This task provides learners with valuable information, such as the belief in Thailand that touching someone's head is disrespectful because it is considered the dwelling place of the soul, the customary greeting in Thailand involving putting palms together on the chest and bowing slightly, the sensitivity of taking pictures of Muslim women in Dubai, the practice of eating with the right hand in Nepal, and the prohibition of consuming beef in Hindu and Buddhist homes. According to the author, this task requires an extension, for example, providing contrasting scenarios such as investigating the social consequences if a left-handed person could not eat with their right hand in Nepal, examining the issues of masculine hegemony behind the prohibition on photographing Muslim women, and uncover the religious, political, and economic implications hidden beneath the ban on eating beef in Nepal (Rodríguez, 2015).

Analysis of Solutions: Students' Book, Pre-intermediate (3rd Ed) (Falla & Davis, 2017)

This part of the article aims to expand the study of Rodríguez (2015) by analyzing Solutions: Students' Book, pre-intermediate (3rd ed) (Falla and Davis, 2017). It clearly includes a dedicated section at the end of the book explicitly addressing cultural aspects. This section covers customs and traditions, language, literature, celebrities and entertainment, general cultural information, and historical facts. These cultural topics align with those found in previous textbooks and predominantly represent the surface aspects of visible culture. However, it is the responsibility of the teacher to integrate these cultural elements into the classroom and incorporate them into the overall curriculum.

Solutions: Students' book, pre-intermediate (3rd ed) (Falla and Davis, 2017), also demonstrates elements of surface culture and self-congratulatory culture. Most units primarily focus on British and American culture, indicating a sense of ethnocentrism. Topics such as The Wall Street, British Entrepreneurs, The British, Sherlock Holmes, and the history of the English language are commonly found in global textbooks, representing the hegemonic culture. However, unlike other textbooks, it attempts to move beyond static culture and delve into a transformative culture in specific tasks and themes.

In Unit 1, which focuses on the British, textbook (Falla and Davis, 2017) incorporates several tasks that encourage learners to explore deep cultural aspects. For instance, one text explores how foreigners perceive the British and the stereotypes associated with them. In a listening task, learners identify negative views expressed about the British, such as criticisms of their signature food and concerns about the behavior of some young people. The speaking task in the same unit prompts learners to discuss common stereotypes about their nationalities and reflect on their attitudes toward them. These tasks promote a critical approach to culture and identity by fostering debates and addressing controversy and conflict. However, despite the attempt to incorporate transformative culture in Unit 1, the focus remains primarily on the congratulatory aspects of surface culture, particularly towards the target inner circle culture. The topic itself is celebratory and tends to over-generalize attitudes toward the British. It is essential to include more complex issues that enable learners to understand cultural differences and challenges better.

Another section in Solutions: Students' Book, pre-intermediate (3rd ed) (Falla and Davis, 2017) covers Alcatraz, categorized logically as a tourist attraction but also associated with a darker history as one of the most notorious prisons in the world. While there is potential to explore deep culture in this unit, it predominantly remains surface culture. Although the listening includes an interview with someone working at the Alcatraz Museum, discussing prisoners' routines, escape attempts, and segregation, the unit fails to expand on controversial topics such as racism, prison subculture, the glorification of criminals in different cultures, or the implications of Al Capone's cult. The section provides a valuable introduction to Alcatraz and its history but needs an opportunity to delve deeper into the cultural impact of the prison. Even the final assignment of the lesson asks learners to speak about famous tourist attractions from their own country without encouraging deeper reflection on the implications of the Alcatraz story.

In the section on computer pioneers, the textbook focuses on individuals who developed early computing devices and contributed to code-breaking during World War II. This topic offers an opportunity to incorporate deep culture, emphasizing the significance of breaking the Enigma code and its far-reaching consequences. Additionally, it could draw a parallel to the role of the hacktivist group Anonymous in the Russia-Ukraine war. Anonymous hacktivists defaced Russian websites and declared a cyber war on President Vladimir Putin in response to the invasion of Ukraine. Their activities gained viral attention in social media and became part of popular culture, with people wearing Anonymous masks and changing their profile pictures accordingly. By discussing the role of hacktivists in the 21st century, learners can analyze the influence of technology and artificial intelligence on cultural behavior. However, the unit merely presents information without incorporating the discussed heterogeneous cultural aspects.

Conclusions

The integration of culture into language teaching is a crucial step towards developing intercultural competence among language learners. Culture and language are intertwined, and language classrooms are becoming spaces for cultural interactions. Teachers play a vital role as "cultural workers" or "go-betweens" in facilitating intercultural connections for students. While different pedagogies exist for teaching culture, it is essential to foster positive attitudes and address deep cultural aspects. Current EFL textbooks often focus on surface culture and self-congratulatory elements and are based on mostly pedagogy of information and preparation. However, there is a need for a more comprehensive approach that promotes critical reflection on culture and interculturality more broadly.

The Council of Europe's 2008 White Paper on Intercultural Dialogue ("Living Together as Equals in Dignity") offers some insight here. The paper identifies the university as being ideally positioned and indeed "...defined precisely by its universality – its commitment to open-mindedness and openness to the world, founded on enlightenment values. The university thus has great potential to engender "intercultural intellectuals" who can play an active role in the public sphere. (Council of Europe, 2008, p.17).

The idea of enlightenment values as a basis for interculturality is not a new one, but perhaps in our collective imagination we forget its intellectual origins and instead try to situate it in a much newer ideological project. Here, decidedly Enlightenment ideals are reinvented in the febrile and myopic imaginings of Equity, Diversity, Inclusion, and Accessibility (EDIA) ideology, where deeply "regressive ideas" are couched in "progressive terminology" (Doyle, 2022, p. 10).

To illustrate this lineage, it is instructive to compare elements of intercultural competence (as described by Deardoff (2006) with "Essential Intellectual Traits" as described by Paul & Elder (2008).

Dimensions of Competence	Constituent elements of intercultural competence (Adapted from Deardoff, 2006)	Essential Intellectual Traits (Adapted from the Foundation for Critical Thinking, 2008)
Knowledge	Self-awareness	Intellectual humility
	Culture-specific knowledge	-
	Language awareness	Confidence in reason
Skills	Listening & observing with empathy	Fair-mindedness
	Perseverance	Intellectual perseverance
	Seeing from others' perspectives	Intellectual empathy
Attitudes	Respect	Intellectual integrity
	Openness & willingness to withhold judgment	Intellectual humility, Confidence in reason
	Curiosity (viewing difference as a learning opportunity)	Intellectual autonomy
	Discovery (tolerance for ambiguity)	Intellectual courage

While some of these parallels are immediately obvious, others require further explanation. The authors hope to elucidate and clarify these connections in a subsequent publication with the hope of re-imagining interculturalism as 'applied critical thinking'. In the meantime, we hope that language educators see the important distinction between 'true' interculturality and the voguish socio-political and ideological conformity of the present moment and rescue these beautiful and elegant ideals from the fire.

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Gender characteristics of political discourse based on talk shows

Salome Dvalishvili

Today, almost no one reads political newspapers except the older generation. News sources have become more political talk shows and Facebook posts. That's why we decided to discuss Georgian and American political talk shows and conduct their linguistic-pragmatic analysis. Such discourses rely more on the peculiarities of oral speech and the orator than on written, even recorded, texts. These talk shows are more characterized by the inherent effectiveness or shortcomings of oratory, since it does not have an editor to give academic form to the text. Instead, the text of talk shows is more effective and has a greater impact on the listener. In the conditions of information overload, the listeners are more indifferent and for them more important become scandalous headlines and texts that are more emotional and spontaneous than academically arranged texts.

A group of researchers believe that since the main purpose of political discourse is to be used as a tool of political power, often political communication replaces physical violence and through compromises makes it possible to regulate the political situation, bring it into a political and civil framework. Political rhetoric can inform, reassure, inspire, inspire optimism or vice versa (if misused) despair, sow hostility and strife (Denton & Woodward 1998).

According to Xing Lu, political discourse serves to shape opinions and control public opinion. Its role, function and effect are universal, regardless of different societies, countries and state structures and regimes (Lu 1999).

Mass media plays an important role in the modern world, the most important of which is the informational function because it reaches all members of society. Talk shows not only influence listeners, but can even change their minds. That is why the relevance of television political talk shows is quite high. Today, this has completely changed the behavior of politicians and their constructive discourse has become destructive. Often these dialogues grow into discussions and heated arguments between the participants. When discussing this issue, it is important to define speech behavior. The study of speech strategies and tactics is currently quite relevant, as they allow to identify the speech behavior of a person in a given situation. The choice of strategy is determined by the situation in which the communication takes place, the individual's purpose or motives.

Politicians often resort to manipulation. The word "manipulation" has acquired a negative connotation and refers to the ability to influence others, especially in politics. Manipulation is everywhere. It is part of our daily life, especially used in media and advertising. There are many ways to manipulate e.g: linguistic, technical, physical, visual, etc.

The purpose of manipulation is to gain and maintain power. Therefore, it is clear that the task of a politician is not to tell the truth, but to gain influence on society and direct public behavior to their own interests. Van Dijk explains that "manipulated interlocutors have a more passive role, and they do not have sufficient information to resist manipulation, thus they generally become victims of it (Dijk, 2006: 361).

When we talk about discourse as a means of manipulation, we should focus on non-verbal features: gestures, facial expressions, intonation, etc. Nona Mamulashvili and Tako Charkviani use gestures, such as hitting the table or pointing the opponent, leaning forward while speaking, also speaking loudly, thus they combine various discursive and interactive techniques to express a power attitude towards their opponents.

Eka Beselia and Salome Samadashvili try to demonstrate power and competence differently. They often give examples and arguments to prove their knowledge and competence.

Salome Samadashvili in the "Politmeter" talk show says:

"*This is a de facto recognition of the independence of our occupied territories by the Belarusian authorities... We have the law on occupation to assert our sovereign rights over the occupied territories...*"

Beselia in "Free Vision" says:

"*No matter what topic you choose, whether a citizen goes to the bank or has a health problem, is he a miner, or is he a child who is starving, everything must be decided by the law. If you have a system in the country that is based on this foundation, then we will reach the goal of making the country fair. By the way, we wrote in the constitution, in the last amendments, that Georgia is a fair state, which implies this foundation, but it is not*".

The example of powerful discourse is Tea Tsulukiani's answer to the question about Lukashenko's visit in the occupied territory, Abkhazia, in the program "Imedi Live" on channel "Imedi":

"*This is, of course, an unacceptable and, I would say, an intolerable fact, because it is not only illegal, it is something that we, our government simply will not tolerate. Of course, there will be a reaction, first of all, from the Ministry of Foreign Affairs... it will not go through.*"

Tsulukiani often uses the word "we", which indicates that he understands well what kind of narrative can create the desired impression, thereby emphasizing the identity of the government and the population.

Based on empirical data, I tried to reveal the specifics of the powerful discourse of Georgian politicians: women and men. Analyzing the

programes, it became clear how much Georgian male and female politicians try to create a desired image by expressing politeness. In the beginning all of them, male or female, are polite to both journalists and invited guests. Most of them try to win the favor of the presenter by showing direct attitude and thereby earning sympathy.

Analyzing the broadcasts, it became clear how much Georgian male and female politicians try to create a desired image by expressing politeness. All of them, male or female politicians, are polite to both journalists and invited guests. Most of them try to win the favor of the presenter by showing direct attitude and thereby earning sympathy.

For example, in the program "Imedi live" on Imedi channel, Tsulukiani politely greets the presenters and thanks them for participating in the program:

"*Thank you very much for the invitation.*"

At the end of the conversation, she says:

"*Thank you.*"

Elene Khoshtaria in Nino Zhizhilashvili's talkshow "Politmeter", in the beginning of the talk, thanks the host for her invitation and she also says goodbye at the end of the conversation:

"*Thank you.*"

Shalva Natelashvili also politely greets the host in the same program, and at the end of the interview he says:

"*I want to wish you success and congratulate you once again on this great day, the overthrow of Ivanishvili's regime.*"

At the beginning of the conversation in the "Sanaia" program, Otar Kakhidze says:

"*Welcome, Vakho, I greet our guests, as well as the audience.*"

In Politmeter, Salome Samadashvili starts the conversation with thanks and greetings:

"*Thank you Nino for the invitation, I greet the audience.*"

According to Deborah Tannen, men are more competitive in conversation and want to dominate. And in women's talk, it's always felt support (Tannen 1984).

We can discuss the following examples to illustrate this theory: Nino Burjanadze on October 20, 2022 in program "Giorgi Targamadze's Formula", where they were talking about the tragic incident in Vake fountain, expresses her condolences to the family of the deceased teenager and expresses her support for them:

"*I want to start the conversation with my condolences for the terrible tragedy that happened. Really, I think we were completely shaken by all the troubles that happened. I would like to offer my sincere condolences to the family, relatives, and classmates of the deceased teenager. A very serious tragedy happened, and when it happens to a teenager, when it happens in such a tragic situation, this is something that will follow these children for the rest of their lives, and of course it is a very difficult thing.*"

It can be seen from these words that Burjanadze focused on such sensitive issues as the family and the emotional state of teenagers. She presents herself to the public as someone who takes the problem of teenager's death close to her heart and is sympathetic to this issue. See does not use accidentally expressive words that cause the audience's emotions to intensify. See tries to show people that she is on their side and that their problem is her problem too.

Saba Buadze, the leader of the political party "Lelo", makes a different assessment from Burjanadze in the talk show "Comment":

"*I greet our viewers and I would like to offer my condolences to the family of the deceased girl. This is the gravest tragedy and it is the gravest crime that exists and it needs first of all the society and then the government to respond adequately... Because if we don't ask these questions, if we don't have answers and then as a society, if we don't have a correct assessment We will not have all this, it is impossible to avoid such tragedies in the future... under the conditions of this government, there is really no expectation that anyone will be held.*"

As we mentioned, according to Tannen's theory, support is always visible in the discourse of female politicians, their discourse shows that they are responsible for the problems in society. In these specific examples, the male politician has a different attitude towards the matter than the female politician. In his conversation, one can see the attitude towards the tragedy, as if he expresses sympathy towards the family and the population, but he still directs the conversation towards identifying the culprit, and since he is a representative of the opposition party, he emphasizes the government's guilt and directly blames them, saying that the government will not punish anyone for this.

Beselia, Tsulukiani and Burjanadze often try to conduct the conversation informally, often addressing the host by name in order to create less formal environment. With this, they emphasize the direct attitude. Similar attempts can be observed in the discourse of male politicians, for example Shalva Natelashvili, Nika Melia and Zviad Dzidziguri do the same. However, it has often been the case that politicians, as Goffman notes, have fallen out of the staged "framework of performance" and are unable to control their emotions. This is shown in the political discourse of

Nona Mamulashvili, Malkhaz Tofuria, Tako Charkviani and Nika Melia. It is worth noting that at first they are very pilite, but then they switch to and use abusive language, they are quite aggressive towards representatives of other political parties. This should be related to Goffman's theory, according to which, although an individual may not be able to perform the desired performance in front of the audience, he should continue to "perform" and adapt to the role desired by the audience (Goffman, 1959). However, it seems that some Georgian politicians are unable to do this. At first, they try to appear polite in the eyes of the public, but when they start a discussion, they find it difficult to control their emotions and therefore cannot perform as desired.

"National Movement" member Nona Mamulashvili and "Patriot Alliance" representative Malkhaz Topuria confronted each other on Georgian-Times TV.

Mamulashvili: *You are a sold-out Georgian party... don't screem, sir, you are at an age when your heart can't stand it... For me, the smell of dead animal in this studio is insulting, but the political process requires me to sit down and look you in the eyes. And to tell you that you have sold this country... calm down... you are like an animal... Misha couldn't wash this garbage like you... if you were a man, you wouldn't be sitting here, you would be in a war."*

Topuria*: Be impolite, you are a woman and you are taking advantage of it... this woman, this woman is not a human, who are you talking about? You're not a woman, I'm a man... I can't talk a woman like you.*

Mamulashvili*: You are a professional traitor, here are thirty pieces of silver.*

And she throws the coins at the opponent, after that the male politician throws a glass at her.

In another edition of the same program, Mamulashvili addresses the opponent with the following phrases:

"Do you have the brain?... Are you normal? Are you crazy?... You are a person who sold his country."

Mamulashvili tries to humiliate the opponents in power, with similar words. She does not feel subordinate in a male-dominated environment, rather insults them, most of her conversations are saturated with insults and yelling which ends with a physical confrontation.

In the talk show "Sanaia", Tako Charkviani confronts Eliso Kiladze, who interrupts her and asks serious questions. It should be noted here that the conversation mostly takes place simultaneously and neither of them are polite, which unfortunately is not something rare to Georgian political talk shows and discourse:

Charkvian: "*Please don't be mad... don't lose face... I can't talk to this lady.* .

Kiladze answers: "*People with lost face are near you... Now you can't? You have been inviting me to the meetings at the Ministry of Finance and have been calling me. You were on the phone for twenty-four hours. Stop talking.*

Tako Charkviani addresses the host in live of the Internet broadcaster "Alt-Info" with the following words:

"Gakharia should be in jail, why can't you say it? Because you work for them... calm down... I'll tell you, son, what's the matter, do you know where the depravity of the brain begins? You are taking money now ... that is the depravity of your brain. When you say that your country started a war, that is the depravity of your brain... You have such a way of thinking, your brain is so corrupt that I cannot understand anything."

Nika Melia and Zviad Dzidziguri face each other fiercely in Giorgi Gabunia's talkshow "Choice". They don't listen to each other, they don't stop talking and they don't hesitate to insult each other. The host had to physically restrain Melia because he was reaching towards Zviad Dzidziguri to hit.

They address each other with the following words:

Melia: "*You are sitting like a man, as if you mean something... What is your price, what have you done in life?... You are a shameless... a murderer, you are a murderer... shameless... And the protector of murderers, look at him... behave properly, you are an adult, learn to be polite... You are the corrupt ones whose pockets are getting richer every day.*''

Dzidziguri: "*Calm down boy, put him on the chair, sit down a stupid man*".

If we connect Melia's narrative with discursive manipulation, which includes forms of ideological discourse, such as emphasizing the "bad results of others," it is clear that Melia focuses on her opponent's mistakes, but crosses the line into personal insults.

Most politicians always try to emphasize their knowledge, experience, competence, honesty and sincerity. That is why they often talk about their own experience.

For example, Zviad Dzidziguri, chairman of the "Conservative Party" in "Politic's Formula" also emphasizes his own political past and experience. Uses the following phrases:

"Sofo, for so long I have seen bad things in political life. It is that we can't learn from our mistakes... We fought against Saakashvili all the time... We fought against everything and we came to this wave. Burning with the desire for reforms... we have been fighting this all our lives."

Eka Beselia, the founder of the political movement "For Justice", says in "Free Vision":

"I have been in politics for quite a long time and even during that time I saw more than one politician could see, that's why I don't look at Georgian

reality with pink sunglasses... No one can tell me that I want to come to power, I was there, I was in the government. If I wanted to, I would have stayed there."

Sometimes, not very rated politicians try to show their personality, even by showing initiative. For example, in the talk show "Sanaia", Giga Lemonjava, a member of the political party "It's time", greets the audience and instead of answering a question about the sanctions imposed by Zelenski on the Georgian oligarchs, starts an emotional conversation about the dead soldier:

"Good evening. I greet the audience. First of all, we must say that a few minutes ago, another Georgian hero, Mikheil Kaflanishvili, died in the war with Russia, and I want to **extend my** *condolences to Georgian people."*

With this, he draws attention to himself, causes the viewer's emotions to intensify, expresses his condolences to the people, and thus emphasizes that Georgians, regardless of the government's policy, are still fighting against Russia.

In these examples it is the emphasis of one's own superiority, when the speakers do not stop their thoughts and despite the inclusion of the opponent or presenter, they still continue to talk about the topic they started and finish expressing their opinion.

It is worth noting that Tea Tsulukiani is known for the fact that she always finishes her talk, no matter who interrupts her. Nino Burjanadze and Eka Beselia sometimes stop when a journalist or a guest interrupts the conversation, but they do not give up against the men and finish their talks. By this they express a dominant position. And male politicians, showing a dominant function, rarely allow their opponents to interrupt their conversation.

By observing the empirical material, it can be determined that:

- Nino Burjanadze, Eka Beselia and Thea Tsulukiani are very calm and balanced in all their speeches, although the same cannot be said about Nona Mamulashvili, Tako Charkviani, Nika Melia, and Malkhaz Tofuria. In general, female politicians are more emotional, show empathy and try to support others. And men always have a sense of their superiority.

- Georgian politicians, with their discourse, try to appear polite in front of the audience and earn sympathy in the eyes of the public. Of course, they know that emotionality is not useful for the desired self-presentation, so they try to control their emotions and create the image of a calm politician. Of course, they don't always succeed.

- Most of the Georgian politicians do not criticize the party's program or the things they have done or not done, but they emphasize the negative personal qualities of specific opponents and thus try to discredit them.

- The discussed empirical data on the self-presentation of politicians is explained by Goffman's theory, which implies a dramatic approach and explains the meanings implicit in the discourse of female politicians. Women politicians assert their dominant position, which is manifested in fact thar female politicians interrupting male politicians. Perhaps this is used as a means of defense and to cover the dominance of male politicians. As for male politicians, they are dominant from the beginning. From their narratives it appeared that all of them focus on important issues for the country. They use examples from international experience. At the end of the conversation, they make a short summary.

- Politicians of both sexes try to adapt their speech style to the social environment. Because their conversation changes from formal to informal according to the situation. For example, at the beginning, politicians address the presenters very formal and then they switch to more familiar style. Of course, this is related to creating the effect of an informal environment.

- It was also revealed that in their narratives Georgian politicians try to demonstrate their power and present themselves to the public with different strategies. This is expressed by the use of words with an expressive meaning, which serves to emphasize the social status. Also, opponents are discredited. Analysis of their discourse shows that representatives of both sexes try to present themselves to the audience as powerful politicians.

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Take it Online: Boosting EFL Students' Interaction through the Use of Digital Tools

Nato Pachuashvili (International Black Sea University, Georgia)

Abstract

Classroom interaction is an inseparable component of the language learning process. It is thought that interaction can significantly increase students' English language knowledge and communicative competence. Classroom interaction strengthens social relationships among learners and teachers since it enables them to learn from each other. Through interaction, students not only construct knowledge but also boost their confidence and language competence. The advent of digital tools in EFL teaching has immensely contributed to promoting interactive activities and creating a stimulating learning experience for students. Digital learning applications accelerated the shift to student-centred pedagogical practices which created a cooperative and supportive learning environment. In the 21st century, digital tools appear to offer a medium of communication in English language classes. The present paper examines the role of technology in boosting students' interaction in the EFL teaching and learning process. It also reviews various digital tools that facilitate interaction and promote a dynamic learning environment.

Keywords: Digital tools, Interaction, Collaboration, Technology, Digital Learning.

Introduction

The process of digitalization in education that started in the last decade revolutionized the English language teaching and learning practice. Digital tools have become a new facilitating feature in classroom interactions that used to be a 'one-way' process in the past (Suwartono & Aniuranti, 2019). In other words, prior to the process of digitalization, teachers were the main source in the classroom, while students were seen as passive subjects (ibid). Digital tools that are executed through the use of various platforms, software, programmes and applications, have changed the whole concept of teaching and facilitated interaction inside the classroom as well as outside the formal setting. Thus, it allowed teachers to shift the focus on students and enable them to become more active participants through interaction in the class. Digital tools gave instructors an opportunity to adapt their pedagogical goals and turn the classroom into a social platform that offers them many fascinating options to enhance English language teaching (Alharthi, 2020; Moorhouse & Yan, 2023)

The acceleration in the process of digitalization was also provoked by the Covid-19 pandemic which triggered an unprecedented shift towards technology-enhanced pedagogy (Castillo-Cuesta et al., 2022; Dewi & Astuti, 2021). The latter has become an indispensable component of teaching English even after the pandemic because educators were exposed to new modes of teaching. The pandemic forced English teachers to reconceptualize their teaching methods and take a tremendous shift to digitalized approach to pedagogy. Teachers are now required to utilize digital tools to instruct their learners and shape the activities in which learners can interact (Moorhouse et al., 2022; Moorhouse & Kohnke, 2021). In other words, teachers' roles have turned into facilitators in enabling students to engage in activities through the use of digital tools.

One of the main affordances of using digital tools in EFL teaching is boosting interaction through a variety of collaborative platforms. It is argued that digitalization has made collaborative work a reality since interactive activities can be conducted through the use of digital tools (Bessagnet et al., 2005; Moorhouse & Yan, 2023). Such interactive practices eliminate the barriers of time, resources and distance as well as lessen the burden of teachers of providing paper-based resources. In other words, collaborative work with the help of digital tools can reduce teaching and learning time, it further pays empathy on interactive exercises and varied learning tasks (Suwartono & Aniuranti, 2019).

In light of the above-presented, this paper aims to outline a new perspective of classroom interaction through the use of digital tools which significantly contribute to language development. The article argues that online digital tools can enhance EFT students' interaction by engaging them in collaborative dialogue and discussions. The paper also reviews collaborative platforms, presentation tools and interactive online games to offer new insight into boosting interaction among EFL students and adapting to the 21st-century digitalized pedagogical approaches.

Collaborative digital platforms

According to Yu, (2008), collaboration among learners happens effectively when they assist each other, thus leading to successful interaction. It is argued that collaboration is an integral part of learning in which learners achieve tasks with the guidance of more capable peers. This process is also referred to as collaborative dialogue that is "a knowledge of building dialogue, in which language use and language learning can co-occur. It is language use mediating language learning. It is a cognitive activity, and it is a social activity" (Swain, 2005, p. 97). The scholar argues that classroom interaction should be seen in the form of collaborative dialogue with an emphasis on communication among learners.

While many digital tools have been reported to be helpful in support of collaborative dialogue, several digital tools have been highlighted as the most beneficial to facilitate interaction. These tools include *Padlet* and *Canva*. These platforms allow instant and anonymous responses and are highly interactive. *Padlet* allows users to virtually post simple texts in which students can also embed videos, links, documents and pictures. Students can add as many notes as they wish. *Padlet* offers a number of advantages to enhance interaction through peer collaboration: (1) it allows instant collaboration; students can see and review each other's posts and respond to them by reacting (e.i. star reactions) or grading them; (2) *Padlet* supports many types of multimedia files. Students can supplement their textual mode with multimedia resources and make them more interactive; (3) *Padlet* is compatible with mobile devices which gives students more flexibility in using the platform in the classroom. Many studies show that using *Padlet* not only enhances students' collaboration but also boosts their motivation to learn (Zainuddin et al., 2020). The motivation further catalyzes opportunities for students' interaction in the classroom. Ellis (2015) argues that using *Padlet* can reduce the anxiety of expressing ideas that they may experience when discussing with their lecturers, thus contributing to the enhancement of the overall learning experience.

Another interactive digital tool to be used in the classroom is *Canva*. *Canva* is ideal for creating posters, presentations and documents collaboratively. It facilitates the collaborative development of the above-mentioned activities. What is more, *Canva* has an interactive capability with an easy drag-and-drop feature to enable the creation of posts, documents, presentations and social network postings (Nurhidayat, 2021). Using *Canva* in the classroom as well as an asynchronous mode of instruction enables the successful integration of digital tools that increase students' motivation and interaction. Digital tools as such are also thought to improve students' digital skills in the area of writing, reading or listening as well as across all other competencies (vocabulary, grammar). Moreover, *Canva* enables students to engage themselves in a pleasurable and creative activity since images, colours and fonts can be embedded in their posts. It also alleviates anxiety and offers effortless communication among peers. In other words, *Canva* is a digital platform that engages students in practical activities and offers valuable content for the development of skills (Nurhidayat, 2021).

Interactive presentation tools

Another important approach to enhance interaction and foster engagement is through presentation software such as *Mentimeter*, *Slido* and *Poll Everywhere*. These are the presentation tools that are referred to as clickers and are also identified as Personal Response System (PRS), Audience Response System (ARS) or Student Response System (SRS) (Edmonds & Edmonds, 2008). *Mentimeter*, *Slido* and *Poll Everywhere* are online applications that promote interactive learning in class and enable students to share their opinions, post their comments and react to them. These digital tools are easy to use, moreover, free accounts offer lots of choices and do not require any installation or registration (Jurgen, 2018). The most important feature of *Mentimeter*, *Slido* and *Poll Everywhere* is anonymity: students can put aside their anxiety and respond to a particular question asked in the class. The presentation engaging digital tools make interaction with a larger audience easier and promote an active learning environment through the utilization of a classroom response system. Using response systems contributes to the development of active learning and enhances an interactive environment.

There have been many studies that focused on the positive aspects of using presentation tools in a face-to-face classroom. Since class sizes have grown over the last 50 years, numerous scholars underline the significance of using classroom response systems in class (Caldwell, 2007; Kay & LeSage, 2009). The studies highlight the engaging character of such digital tools and the ability to get instant feedback through the use of clickers. Presentation tools were also thought to have improved students' competencies in vocabulary and communication. The research study carried out by Wong and Yunus (2020) examined the use of *Mentimeter* among 40 Malaysian students. The results gleaned from the study show a significant improvement in students' writing vocabulary. A further study conducted by Lin and Lin (2020) also revealed an advantage of using *Mentimeter* in enhancing Chinese students' communication skills. More recent research carried out by Sari (2021) examined the impact of *Mentimeter* on EFL students' engagement. The findings obtained from the study revealed that features such as practicality, anonymity and freedom foster students' engagement in the process of learning English. Another important aspect that was revealed was the ability to express opinions and get involved in the discussion through the use of *Mentimeter*. Furthermore, the participants of the study did not perceive any negative aspect of using presentation tools in the EFL classroom. Kappers and Cutler (2015) also examined the degree of EFL students' engagement through the use of *Poll Everywhere*. During the study, the participants were regularly asked to use the software to respond to various types of questions (e.i. multiple-choice, open-ended, reflective and content-specific questions). The participants then were asked to describe their perceptions of using the tool. It was reported that *Poll Everywhere* had been enjoyable and interactive; the participants felt very engaged with the multiple-choice and open-ended questions on the platform. In other words, the study demonstrated a strong response to *Poll Everywhere* that positively correlated with students' interaction.

Live-action games

One of the approaches to boosting interaction in EFL classrooms is through gamification. It has been defined as using game design tools and gaming elements in a non-game educational environment (Conley & Donaldson, 2014). Games are classed as student response systems, however, due to being game-based platforms, they are referred to as Game-based Student Response System (GSRS) (Wang, 2015). Researchers argue that gamification can motivate EFL students and increase their participation in their English learning processes (Kim et, al., 2017). Integrating live-action games in face-to-face classes offers an invaluable learning experience and fosters students' interaction as well as contributes to boost their English language competencies. The purpose of gamification is enhancing live audience participation through integrating game-like completive activities that enable immediate feedback and leaderboards. In other words, gamification creates a sense of engagement and empowerment; such games in educational contexts are designed with a focus on achieving particular tasks. Furthermore, educational live-action games break away from traditional classroom activities and review students' knowledge in a fun and interactive way.

Although various game tools are available in L2, the most common game platforms are *Kahoot* and *Quizziz*. They are e-learning platforms that foster meta-cognitive support among EFL students (Alharthi, 2020). The platforms offer game-based pedagogical activities in the forms of surveys, quizzes, and discussions that make learning engaging, interactive, fun and challenging at the same time (Yuruk, 2019). Free accounts of *Kahoot* and *Quizziz* offer multiple options for educators to turn their teaching into an interactive, fast-paced and fun activity. The games allow the user to create quiz-type questions, multiple choice or open-ended questions as well as word cloud or a slide. The creator can also extract questions from a spreadsheet, set a time limit for each question, embed images, videos and gifs in each slide and set background music. The scores students get are based on the correct answers as well as the pace at which they respond to the question. What is more, *Kahoot* offers player options which means that students can choose their avatars and anonymize themselves.

There have been a number of studies that examined the utilization of *Kahoot* and *Quizziz* in the L2 teaching and learning process. The study conducted by Aljaloud et al, (2015) emphasizes the interactive nature of *Kahoot* with a focus on the improvement of academic performance and student engagement. Another research carried out by Klimova & Kacetl, (2018) examined the benefits and limitations of *Kahoot* and revealed that the platform facilitates vocabulary acquisition, increases students' motivation and engagement in learning. Similar findings were cleaned from the studies conducted on the utilization of *Quizziz* in L2 classrooms. The scholars report that *Quizzis* is an entertaining and attrac-

tive tool to engage EFL students (Zuhriyah & Pratolo, 2020). It is thought to boost students' self-confidence, motivation and the ability to learn English. Other studies carried out by Nurhidayat (2020) and Amalia (2020) revealed the significance of using *Quizziz* for formative assessment based on the participants' positive perception towards using it. The table below summaries all the above-mentioned digital tools that can be used in the EFL class to boost interaction:

Table 1: Digital tools and their pedagogical affordances

Digital tool	Type of interaction	Pedagogical affordances
Padlet Canva	Collaborative platforms	Enables instant posting
		Enables collaboration by editing a text
		Canva)
		Enables peer feedback in the forms or ratings, comments, and grades.
		Promotes class engagement
		Offers a variety of templates/designs
		Enables multimodality
Mentimeter Poll Everywhere Slido	Audience engagement platform	Allows live audience participation
		Ability to visualize audience's responses.
		Enables live and instant polling
		Enables the creation of multimodal presentation slides
		Possesses interactive game-like features (e.i. multiple-choice questions)
		Enables audience to ask questions
		Ensures anonymity of responses
Kahoot Quizziz	Life-action games	Allows simultaneous participation
		Offers team and individual modes of games
		Enables a variety of questions (e.i. multiple choice, true false, open-ended etc).
		Offers auto-grading
		Offers multimodal, engaging interface
		Allows leaderboard for competitive learning
		Enables scores and percentages instantly
		Gives instant feedback

Conclusion

The utilization of digital tools has revolutionized English language instruction and accelerated the focus towards digitalized pedagogical approaches. This process of digitalization created a meaningful and up-to-date educational context. The urgency of implementing digital tools in face-to-face classrooms was also brought about by the Covid-19 pandemic which demonstrated that technological tools are the only means to sustain education. In this environment, where digital tools are determinable in L2 learning, the classroom is turned into a social site in which interaction among learners gains more significance. Interaction is seen as the only way through which learning is viewed not as an isolated feature, rather it is linked to students' participation in communicative activities. Having numerous digital tools available in educational contexts enables educators to create meaningful interactive tasks that result in breaking away from coursebook-bound activities and creating a dynamic and engaging learning experience.

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Teacher development as a positive outcome of emergency online education: Preliminary research findings[41]

Valéria Árva 1 *

Éva Trentinné Benkő 2 **

Éva Márkus 3 ***

The paper is an interim report on the work that has been carried out by the Childhood Digital Language Teaching Research Group, ELTE TÓK (Faculty of Primary and Preschool Education, Eötvös Loránd University), Budapest. In the article, we present and discuss some of the data collected in our national survey. Through the analysis of the selected results, we are going to provide an insight into the primary language practitioners' initial reactions and preparedness for the abrupt change into online education, their coping mechanisms and how they evaluate their work in retrospect. Finally, we share what they claimed to have learnt and gained during the emergency remote teaching. We conclude that although the kind of challenge was previously unheard of, the survey results prove that most teachers showed great professional commitment, responded with a willingness to learn and evaluated their work in an overwhelmingly positive light. As a result of this experience, their digital skills, professional competences and teaching repertoire have grown, affecting their new face-to-face teaching strategies.

Key words: primary language teaching, Hungary, emergency remote teaching, teacher development, digital skills

1. Introduction

This article is based on the nationwide research project of the Childhood Digital Language Teaching Research Group, which consists of members of the Department of Foreign Languages and Literature at the Faculty of Primary and Preschool Education, Eötvös Loránd University (ELTE TÓK), under the leadership of Professor Peter Medgyes. The research was initiated in response to the emergency remote education during the Covid 19 pandemic. The overall aim of the study is to examine the teaching practice and methodology of primary language practitioners before, during and after the enforced online period in education. The research is based on the hypothesis that the new innovative procedures and experiences will be effectively applied in face-to-face education and that the new technical skills and classroom methodology will complement each other. Data for the project was collected through an online questionnaire and teacher interviews. The output of the research will be a methodology resource book, which will be publicly available on our website to all teachers.

The current paper presents some of the survey results concerning teacher development. We examine if the teachers have managed to extend and develop their knowledge of language teaching methodology, IT skills and professional competences as a result of online teaching.

2. Literature review

Emergency remote teaching (ERT) presented challenges to the world of education that had been previously unheard of. In order to adapt to the requirements of the unexpected new situation, teachers in all fields of education were forced to respond to new needs immediately, without hardly any time for preparation. Numerous studies have reported on the situation, some claiming that education thus would be changed for ever (Li & Lalani, 2020).

Others emphasized that this situation was different from planned online education, as at the time the aim was simply to give temporary access to education (Hodges et.al, 2020). Due to the young age of its learners, primary education was more significantly affected than other sectors of the educational system. The situation was immediately researched in numerous countries of our region, for instance in Austria (Kämpf–Winetzhammer, 2020), Germany (Huber et al. 2020; Janßen, Kuhl & Süßenbach, 2022), Croatia (Ivančan, 2022), and Italy (Ferri, Gritoni & Guzzo, 2020).

A country report on Hungary by Monostori (2021) claims that the public education policy was uprepared for the imminent emergency remote teaching in the spring of 2020 and the pandemic simply brought to surface the problem of the low level of digitalisation of primary education and the hegemony of traditional frontal instructions (p.4). According to the study, several teachers in the school system had not even used a computer before the ERT in 2020. Kukucska (2022) found that the high average age of Hungarian teachers is one of the reasons behind their low level of digital skills. In addition to the professional challenges, the teachers were facing emotional issues as well. In order to succeed, they had to form their coping strategies in these difficult times and create strategies to deal with stress (Gudmundsdottir & Hathaway, 2020; MacIntyre et al., 2022; Song, 2022).

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* Department of Foreign Languages and Literature, Faculty of Primary and Preschool Education, Eötvös Loránd University, Hungary arva.valeria@tok.elte.hu https://orcid.org/0000-0002-6346-6241

** Department of Foreign Languages and Literature, Faculty of Primary and Preschool Education, Eötvös Loránd University, Hungary eva.trentinne.benko@tok.elte.hu https://orcid.org/0000-0002-0525-7361

*** Department of Foreign Languages and Literature, Faculty of Primary and Preschool Education, Eötvös Loránd University, Hungar eva.markus@tok.elte.huhttps://orcid.org/0000-0002-3571-8472

Language education was a sensitive area in ERT as it required plenty of interpersonal communication. A national survey in the US by Moser, Wei and Brenner (2021) suggested that few of the language teachers at the schools had experience or positive attitudes towards online teaching before the Covid 19 induced emergency situation.

3. Methodology

3.1 Methods

The research was partly conceived by the participants' own experience as primary and preschool language teacher educators, who worked through emergency online education. The hypothesis of the research was that the innovative procedures applied by the primary language teachers and their new knowledge accumulated during the online phases of education in the Covid 19 era could be transferred into their new in-person classroom teaching. It was speculated that teachers' digital skills were improved and extended, their knowledge of methodology was complemented with the new digital skills, which they preserved and applied in the classroom, as well. In other words, the assumption was that teachers would regard the unexpected online experience as an opportunity for professional development whereby they could improve their digital skills and their knowledge of subject methodology.

In order to examine whether these changes took place, a survey questionnaire was created to investigate and explore teachers' views and attitudes to language teaching, online education and language teaching before, during and after the Covid-19-related remote teaching periods. As a way of triangulation, the survey questions were supplemented with metaphor research. The participants were invited to characterise online teaching during the ERT and at the time of their work on the questionnaire.

The second part of the research was carried out in the form of interviews, which collected further data on topics that could not be included in the questionnaire. The current paper, however, focuses on the questionnaire data.

The first part of the questionnaire contains questions on demographical data about the respondents' age, sex, qualifications, work experience, language taught, type of school and classes they teach in and geographical location. In the next part the questions focus on the first period of online education in spring 2020. Further questions are targeted on teachers' level of anxiety, professional readiness, the range of online learning platforms and learning applications they used during that period, and the sources of professional support they had access to. The third group of questions enquire about their positive experiences and professional successes. The final group of questions gather data about language teaching during the pre-pandemic era, the pandemic emergency online period experiences and the post-pandemic face-to-face teaching. The aim of the investigation here is to investigate the changes in language teaching methods as a result of the experiences of the online periods. We wanted to find out whether any of the digital elements of digital language education were transferred into the new classroom practice.

3.2. Background information

The aim of the study was to explore the situation of primary language teachers at a national level and to fulfil this goal representative data was needed. Thus, the questionnaire and an accompanying letter were distributed to every Hungarian primary school. Administering the questionnaire took place on kerdoivem.hu, an online survey too. The schools were approached through the data bank of Klebelsberg Centre for Education. All together 2500 schools were contacted in April 2022.

3.3 Participants

The number of responses reached 706 by July 2022. This can be considered a relatively high return rate, taking into consideration the fatigue teachers experience in relation to the high number of requests to fill in questionnaires recently. The data can be regarded as representative, since the distribution of the respondents proved to be fairly evenly distributed across the country, both in terms of geographical location and the types of settlement their schools are situated in.

Regarding the participants' qualifications, their answers show that only 25% of them hold a degree in primary language education and 7% are primary teachers in a minority language (Figure 1). The majority (66%) holds a language teacher's degree but teaches in the lower classes of the primary school.

Figure 1 Question 2: What is your qualification?
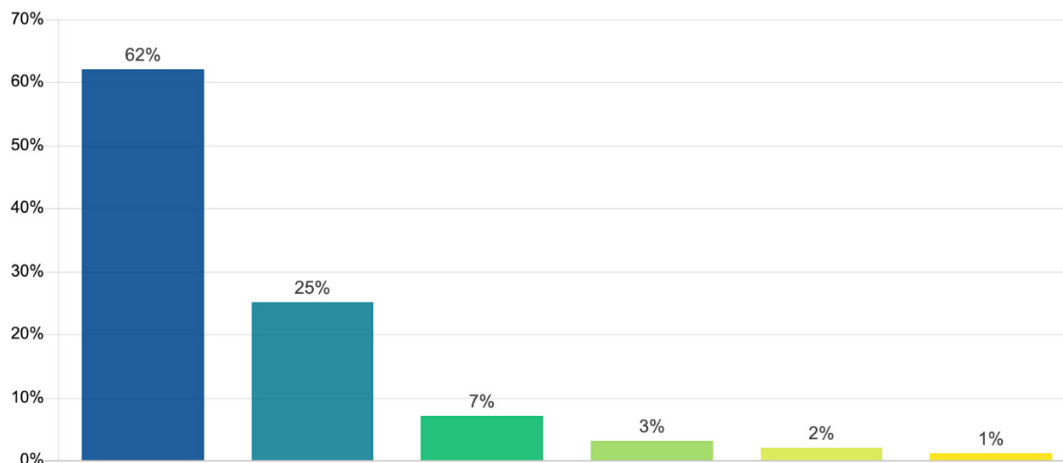
Language teacher (482)	Primary teacher with foreign language specialisation (196)	Minority language primary teacher (58)	Minority language teacher (23)	Other (17)	Unqualified (5)

The choice of languages taught by the participants is practically limited to English (64%) and German as a foreign (21%) or German as a minority language (13%) (Figure 2). Few other languages are taught at Hungarian primary schools.

Figure 2 Question 3: What language do you teach?
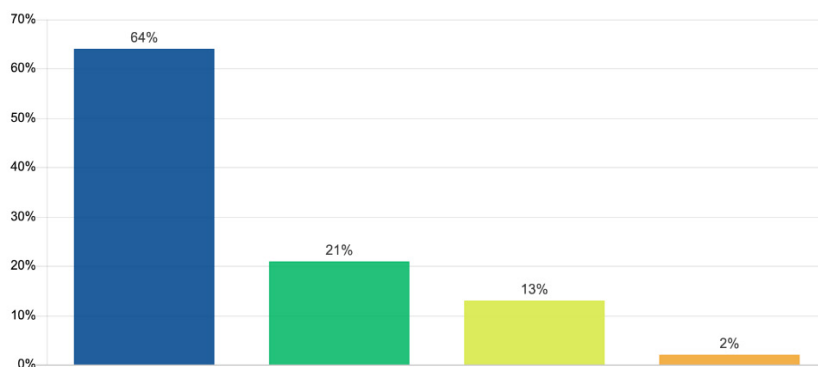
English as a foreign language (453)	German as a foreign language (151)	German as a minority language (90)	Other (12)

The data received about the participants' teaching experience confirms what has been recently publicly discussed in Hungary, i.e., the majority of the teachers are well over the age of forty. According to the data collected, almost three quarters of the respondents have more than ten (28%) or twenty (44%) years of professional experience (Figure 3).

Figure 3 Question 6: For how many years have you been teaching foreign/minority languages in grades 1-6?
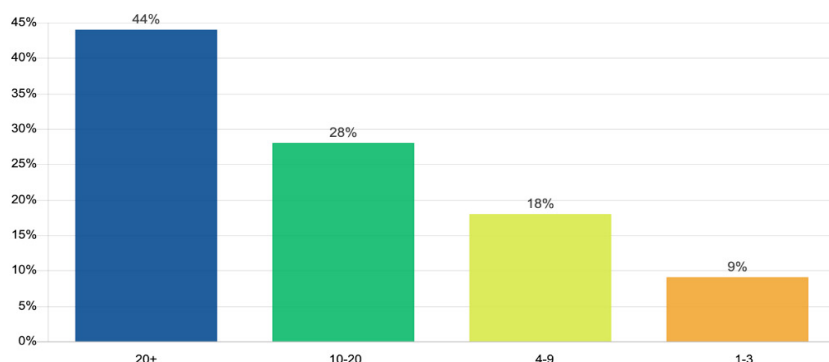
20+ years (313)	10-20 years (197)	4-9 years (130)	1-3 years (66)

3.6. Discussion

The lack of IT skills may be the explanation behind the high level of anxiety the teachers felt when they had to make the leap from in-person to emergency remote teaching. More than sixty percent of the teachers claimed they had a high (32%) or very high (35%) level of anxiety in March 2020 as they were facing this unexpected new situation in education (Figure 4). The number of teachers who claimed not to feel ready at all (28%) or not ready (37%) (Figure 5) almost exactly matches the ones who felt high anxiety. It can be seen that a significant proportion of primary language teachers were negatively affected by having to change to online education. Their reaction confirms what the professional literature claims about the low level of IT skills of school teachers in Hungary. Coincidentally, similar research in countries like Austria (Kämpf–Winetzhammer, 2020), Croatia (Ivančan, 2022), Germany (Huber et al. 2020; Janßen, Kuhl & Süßenbach, 2022), India (Hassan, Tabasum &Waseem, 2020) and Italy (Ferri, Gritoni & Guzzo, 2020) reported similar data.

Figure 4 Question 11: How high was your level of anxiety about the change to online education?

| Very low (68) | Low (160) | High (229) | Very high (249) |
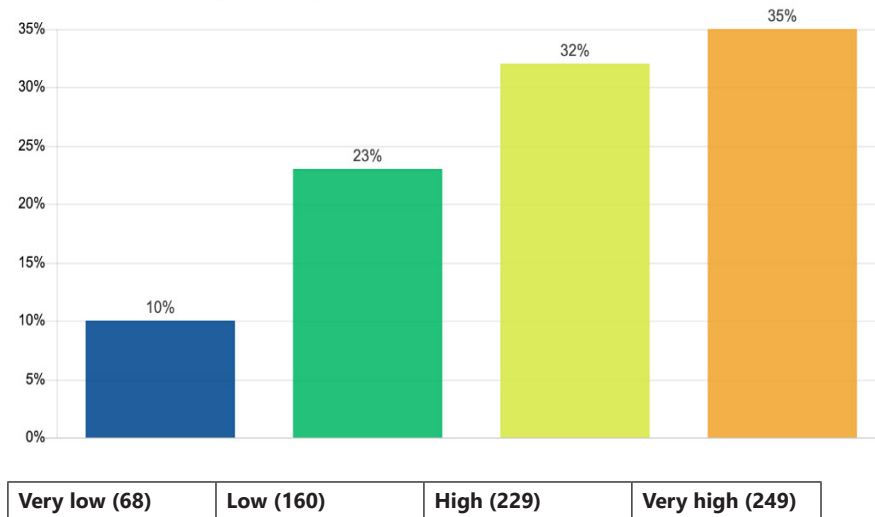
Figure 5 Question 12 How ready did you feel for the change to distance (online) education?

| Very low (198) | Low (261) | High (202) | Very high (45) |
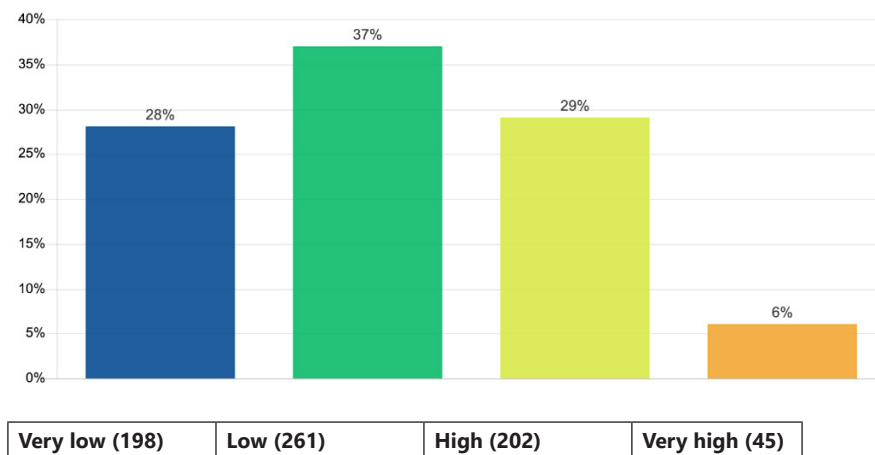
Although many teachers experienced a high level of anxiety and unpreparedness before the emergency remote teaching, when asked about their problems in the initial phase of online teaching, they reported more classroom management related problems than technically or digitally related ones. Subject methodology issues proved to be almost as challenging as technical questions. It seems that finding the appropriate methodology solutions for teaching in the new environment was as important as learning how to operate online platforms and applications.

It was hypothesized that in spite of all the difficulties, primary language teachers would regard the situation as an opportunity for learning and professional development. We considered that life-long learning is a characteristic of a good professional (Murray, 2021) and the answers to Question 14 proved that the definite majority (73%) of the participants shared this view and strongly agreed (37%) or agreed (36%) with this statement (Figure 6).

Figure 6 Question 14: Did you sense the change to distance (online) education as an opportunity for professional development?
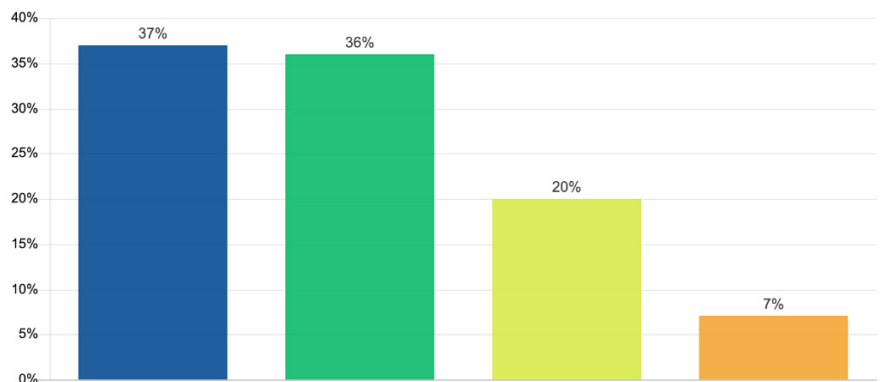
| Strongly agree (264) | Agree (252) | Disagree (142) | Strongly disagree (48) |

When asked about the positive professional outcomes of ERT and later periods of online education, the participating teachers were able to specify how they rated the development of their professional skills. Almost everyone agreed that their digital competences improved and online education proved to be an excellent opportunity for developing their creativity, as this was the second most highly rated area, ranking even higher than development in the field of subject methodology. Since at the time of ERT teachers were more or less left on their own, the significance of cooperation between colleagues was priceless and this is reflected in their responses, too.

The teachers involved in the study reported benefiting from the experience of ERT and growing professionally. They claimed that their self-confidence and creativity increased, they managed to apply and adapt in their lessons what they had learnt on webinars. Typically, the first in-service courses were offered by professional organisations, publishing houses or language examination syndicates. Discovering new methods and authentic materials was frequently mentioned. The diversity of the materials used in their online teaching was also a frequently mentioned point. The teachers said that they were able to create and apply more creative tasks, challenging homework, progress at the children's own pace and enjoyed not having to focus on testing and evaluation, being creative and producing a variety of different tasks. One of them mentioned that they were amazed by the creativity of fellow teachers in the country. They said they had approached the task as an alternative form of education, a solution to a problem, a different teaching arena, or an available solution to a problem whilst enjoying freedom of choice. On the other hand, they found that more time had to be invested into lesson preparation and dealing with special needs children. Furthermore, they pointed out that without a supportive family children suffered more than the others and it was the lower section of primary education where online education was the hardest to carry out. The responses suggest that, in spite of the difficulties and the incredible amount of time and energy invested, a great number of teachers were able to find professional fulfilment under the new circumstances.

Figure 7 Word cloud: Children - Pupils – Students, Teaching materials, Online -Digital, Education, New, Well, Actively

The world cloud (Figure 7) representing the most frequent words from the teachers' answers shows that most of the teachers who experienced online teaching as successful, were worried about how to deliver the teaching material and about the fact that progress was slower. On the other hand, there are several positive phrases, such as they developed, enjoyed the digital materials and appreciated the competences they developed. The expression 'did my best' indicates that those teachers succeeded, who invested plenty of energy and learning into online education.

When asked to evaluate the success of their teaching during ERT, the teachers' answers gave a mostly positive picture (Figure 8). Very few respondents regarded their online experience as utter failure, while about one third of them did not evaluate their teaching as successful. However, roughly two thirds (61%) claimed that their teaching was in fact successful or very successful. This indicates that teachers did not simply try to survive a critical period in their teaching career but actively tackled the challenges and managed to find solutions to their problems. Answers to further questions proved that they carried on using online educational devices and digital applications when they returned to face-to-face teaching.

Figure 8 Question 22: How would you evaluate the success of your work as a language teacher during the emergency online teaching?
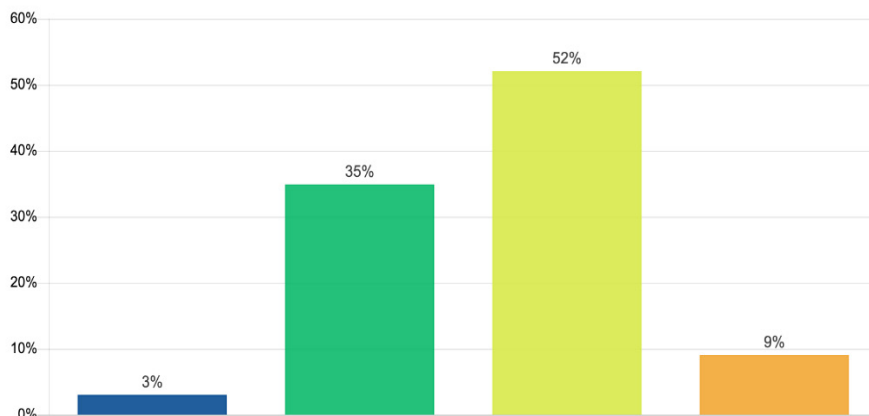
| Unsuccessful (24) | Not very successful (246) | Successful (370) | Very successful (66) |

4. Conclusion and Recommendations

To summarize, the data collected from the Hungarian primary language teachers participating in the survey provided invaluable insight into their professional experience during an unprecedented period in the history of education. A radical change in the mode of education in the spring of 2020, i.e. the switch to emergency remote teaching, started a fast and intensive learning curve for the teachers, resulting in a significant development in their teacher competences.

The questionnaire results suggest that among primary language teachers in Hungary a high level of anxiety was paired with a low level of confidence and IT skills. According to studies, the situation was similar in the regional countries and beyond. However, through the questionnaire evidence has been collected that a significant percentage of teachers approached the task as an opportunity for professional development. IT skills, creativity and cooperation were the areas where the highest rate of development was reported. According to the teachers, their hard work and increased preparation time resulted for many of them in professional fulfilment and an increase in self-confidence. The numerical results were confirmed by the personal comments, where the respondents emphasized several positive aspects of ERT, such as creativity, a more child-friendly approach or being able to progress at the children's own pace. At the same time, the negative aspects were also listed, such as the lack of learning support and technical equipment at home.

In conclusion, teachers with an open attitude to professional development were able to accumulate new knowledge resulting in significant progress to catch up with the skills they need in the 21st century.

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Limitations of Secondary Guests in British and Georgian Talk Shows

Tatia Leladze (Akaki Tsereteli State University, Georgia)

Tamar Chinchaladze (Akaki Tsereteli State University, Georgia)

Abstract

According to semi-institutional specific of a talk show, the roles of discourse participants are hierarchical and predefined. It is pre-defined who an addresser, an addressee and an audience will be, how they will be involved in discourse.

In a talk show a host and guests, according to their institutional roles, are always actively involved in television discourse but the audience is always passive in this discourse.

The analysis of empirical materials shows, that according to the specific of a talk show, there are some limitations for passive participants which make them unable to involve in television discourse. These limitations are: distance, a microphone and a camera.

A talk show is usually presented by three participants and one of its participants - the audience always has a passive position. Its involvement is initiated by a host. It can show its involvement by feedback – applause and ovations.

Key words: television discourse, audience, limitations, participants.

A talk show is a program where communication takes place using alternating turns of the persons involved in the program. It has a script, pre-defined conversation topics and pre-selected guests. In addition to the participants in the discourse, the audience attends the talk show. It has two types of audience: people who attend the recording of the program in the studio and people who sit in front of the TV screens.

According to semi-institutional specific of a talk show, the roles of discourse participants are hierarchical and pre-defined. It is pre-defined who an addresser, an addressee and an audience will be, how they will be involved in the discourse.

A "real studio audience", which is a representative of the TV audience, is considered as one of the conditions of a talk show. (Barloewen, Brandenberg, 1975). However, there are different opinions in this regard. H. Foltin does not agree with the idea that broadcasting a conversation without an audience is not a talk show (Foltin,1990), because talk shows are often without a studio audience, and the presence of an external circle of viewers cannot be forgotten by the guest in the conditions of the media program.

According to B. Aimeren, "spontaneous space of an action" means the direct or parasocial participation of the audience in the studio or at the screen in the discussion, the support of the conversation participants or any opinion (Eimeren, 1998). This participation was always minimal. Applause, laughter, whistles, shouts and disgruntled whispers were often used to express sympathy or antipathy towards the guests, although there are some formats of talk shows in which the audience can also participate in the conversation and have the opportunity to express its opinion. Rarely, but still, TV viewers have the opportunity to do this (live phone call, text message, survey, etc.).

There are two forms of involving the public in the conversation: survey and initiative. In the first case, the audience is very limited in time and always waits for the presenter's question to express its opinion. In the second case, the audience can join the conversation. Microphones are prepared for this, or the presenter provides a microphone himself (Fley, 1997). The empirical material has shown the first type of audience participation in the program - polling, when the audience expresses its opinion only when the presenter decides to do so. Such case is noticed only in a British talk show. There are no similar cases in a Georgian talk show, unless we consider the talk show with a different format, which is not the scope of our research.

For successful functioning of the communication e. Goffman suggests another limitation, according to which all languages must find some means of blocking out the noise of non-participating members. There are verbal and non-verbal signals that allow or prevent and stop non-participants from entering the communication process. On the other hand, non-participating members also use certain strategies to change roles and become engaged members in the communication (Goffman1967).

In the given talk shows the audience sitting in front of the screens represents uninvolved participants. It should be noted that the audience in the Georgian talk shows of all three subgenres is not visible, only applause and shouts are heard, therefore their involvement in communication is excluded. As for British talk shows, in all three types of talk shows, the audience is represented in the frame, although their involvement in the discussion is limited here as well.

According to the script of the talk show genre, the addresser (host) and the addressee (guest) are individuals involved in the communication.

In a talk show, the audience is a non-participating member of the communication. Audience involvement is limited to feedback. However, when the feedback signals, expressed by the audience, interfere with the acoustic adequacy, the host or guests try to suppress this noise with various strategies.

It should be noted that the presenter and the guests, due to their institutional role, are always represented as individuals involved in a television conversation, while the audience represents individuals not involved in the communication.

Observation of the empirical material showed that in the talk show, due to its specificity, there are several restrictions for non-participating members of communication (audience), which make it difficult for the non-participating audience to engage in the conversation. One such limitation is distance.

As a result of the observation, it was revealed that the studio in the talk show of the two countries is arranged in such a way that the audience is separated from the involved persons, that is, it is affected by the distance.

A second non-participant limiting factor that prevents the audience from engaging in communication is a microphone. Because of the long distance special sound reinforcement is required to switch the audience from non-participant to participant position.

The third non-participant limiting factor is a camera. When the conversation takes place between the guest and the presenter, the audience is not visible in the frame, the focus is entirely on the addresser and the addressee.

In the talk show genre, the presenter is at the top of the hierarchy. He/she controls the events in the studio. He/she decides when to include non-participating members in the communication. For this, the presenter uses various verbal and non-verbal strategies, which are always accompanied by shifting the focus of the camera to a specific member of the audience, which is often accompanied by handing over the microphone.

It should be noted that similar strategies are mostly characteristic of British talk shows.

In British talk shows, the host uses a verbal signal such as addressing a non-host by full name to engage a non-host in the conversation. For example:

Graham: Where is Naifen? What annoys you Naifen?

Aud. Member: People with really wet palm shake (The Graham Norton Show).

Such cases are not so common in British talk shows.

As for non-verbal means, to move from a non-participant position to a participant position of communication, it is used to extend a hand to a specific member or to look at him.

A talk show can involve a collective audience, which was observed in the talk shows of both countries. For this, the presenter uses general interrogative sentences for the audience. In this case, the entire audience shifts from the role of non-participant to participant. It should be noted that this type of question involves a shift in focus of the camera and getting into the frame of the audience. We present similar cases from British and Georgian late-night entertainment talk shows:

Graham: Did anyone see the Oscars?

Audience: Yes (The Graham Norton Show).

Vano: Did they increase pensions?

Audience: No (The ვანოს Show,).

In both examples, the presenters attempt to engage the audience collectively in the communication by asking a general question.

Observation of the empirical material showed that the audience itself cannot switch to the role of an involved participant, unless the presenter allows it to do so.

In conclusion, it can be said that out of three participants presented in the talk show, the audience holds the position of non-involved; Its involvement in communication is always initiated by the presenter.

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Ways of Conveying Implicit Meaning in Literary Translation

Ekaterine Archvadze Associate Professor (International Black Sea University)
Valeria Lobjanidze Invited lecturer (International Black Sea University)

Abstract

The paper "Ways of Conveying Implicit Meaning in Literary Translation" studies the problem of overtone, implicit meaning and the peculiarities of its expression in the text. The work analyzes the text structures with implicit meaning, studies how the meaning can be implied within the utterance and how the meaning of the utterance can be understood and explicated on the basis of the implicit meaning. The work analyzes the implicit text structure on the basis of English literary works, studies the mechanisms of expressing the communicative intention of the speaker and draws special attention to the ways of conveying implicit meaning in literary translation- into Georgian, bearing in mind that two different languages may employ different linguistic means while expressing the speaker's emotions, intentions, attitudes etc.

Keywords: overtone, implicit -explicit meaning, communicative intention;

Introduction

Literary translation has been a concern of great importance for centuries that has faced many challenges. Among them is the necessity(requirement) to maintain the essence of the original text without losing its beauty and spirit that leads to the creation of unique and distinctive literary work evoking the same feelings and emotions among readers as the original one does. As Hetchman claims, "there's the need to stay true to the original text while not translating it literally. It's about recreating the atmosphere of the original novel without translating it word for word. Humour, irony, plays on words and plotlines revealed by implication rather than explanation all serve to make this even harder. (Henchman, 2017)

Literature Review

There is a growing number of researches on literary translation that expands the interest of not only translators, but language professionals and learners who have contact with the original and translated texts on a regular basis either for entertainment, or for professional use.

According to the point of view of Daniel Hann, director of the British Centre for Literary Translation: "There's not a single word in any of the languages I translate that can map perfectly onto a word in English. So, it's always interpretative, approximate, creative. Anything that is, itself, a 'linguistic' quality will by definition be anchored in a particular language — whether it's idiom, ambiguity, or assonance. All languages are different." (https://www.k-international.com/blog/the-challenges-of-translating-literature/#)

From the perspective of Daniel Hann, the process of translation is an interpretative as well as a creative act. "Translators read the original piece and try to work out what it's doing, what's important that's going on. They are constantly making choices about which elements of a text to preserve and foreground, and which to sacrifice. People talk about 'loss' in translation, which seems to me to be missing the point mostly, though one thing that does seem to me to be a particular, frequent loss is ambiguity. We have to take an original word with two or three possible simultaneous meanings and plump for an English word which only covers one or two of those — but there's a gain that comes with that sharp focus, too." (Hann&Riaz, 2014).

Urdu language translator Fahmida Riaz outlines her approach to such controversial issues saying that: "Every piece you translate comes from the pen of an individual, so you have to give it an individual treatment. I try to retain the ambience of the original culture, rather than the language, as it is reflected in the text." (Hann&Riaz, 2014).

We should also take into consideration the idea suggested by famous Georgian translator and theorist D. Panjikidze that there is a special communicative situation while translating a text with three major participants: the original text, the translator and the reader. There should exist a dynamic connection between the reader and the translated work. Besides, there should be an emotive, psychological interaction between the translator and the original text that will lead to certain communicative situation. (ფანჯიკიძე, 1988).

Literature analysis reveals that we encounter the cases of expressing some linguistic categories in the original texts with certain stylistic devices or implicit forms that are not found in a target language, or if found, can't have desired emotive effect. Cases like these are of special importance for the pragmatics of translation aimed at achieving communicative effect. The existence of such linguistic lacunae is responsible for the use of certain pragmatic-functional transformations. (Lacunae are specific artefacts that reflect objects, events, processes and situations that do not find a match in the cultural experience of a native speaker of another language, and therefore are perceived in a different linguistic tradition as something "unpredictable", "incomprehensible" and "exotic". (Kislitsyna, 2021) Therefore, we suppose that the implicature of the category of definiteness-indefiniteness expressed by articles in languages where it is traditionally used, will possibly be neutralized when being translated into a target language that is devoid of the category of definiteness-indefiniteness or can be expressed by some other means e.g. determiners found in a target language.

Considering all above mentioned we do agree with the idea that translators have to face and overcome many difficulties while doing literary translation as there are many important factors that should be taken into consideration while translating literary works effectively into a target language.

Studies prove that there can be associative analogies found in two different languages as it is in English and Georgian on the material of some phraseological units: "to sit on the throns" -- „ეკლებზე ჯდომა"; "to break the word" -- „სიტყვის გატეხვა"; "not worth a straw" -- „ჩალის ფასად არ ღირს" etc. We should also consider associative differences between languages, when two cultures see the things differently, when their "world vision" differs. E.g. "to plough the sands" -- „წყლის ნაყვა"; "to be born with a silver spoon in the mouth" -- „ბედნიერ ვარსკვლავზე გაჩენა"; "his bark is worse than his bite" -- „ ისე არ წვიმს, როგორც ქუხს" (საყვარელიძე, 2001:115)

Analysis and Discussion

Considering the main purpose of our recent study we aim at discussing the peculiarities that are revealed while translating implicit text structures from English into Georgian, especially the cases when the main communicative intention of the text is maintained and rendered in the target language the way it is in the original version.

1. The old man had seen many great fish. He had seen many that weighed more than a thousand pounds and he had caught two of that size in his life, but never alone. Now alone, and out of sight of land, he was fast to the biggest fish that he had ever seen and bigger than he had ever heard of, and his left hand was still cramped. (Hemingway, 1952:17).

To identify the overtone and the communicative intention of the text structure, we refer to the method of explication and mark it using the symbol of arrow.

If the old man had not been alone in the sea out of sight of land, it would have been easier for him to be fast to the biggest fish.

1.მოხუცს თავის სიცოცხლეში ბევრი დიდი თევზი შეხვედრია. უნახავს ბევრი თევზი, ათას გირვანქაზე მეტს რომ იწონიდა თითოეული; ერთ დროს კიდეც დაიჭირა ორი ასეთი თევზი, მაგრამ ასეთ შემთხვევაში მარტო არასდროს არ ყოფილა. ახლა კი სრულიად მარტოა გაშლილ ზღვაში, მაგრამ გადაბმული ისეთ დიდ თევზთან, როგორიც არასდროს არ უნახავს, არც გაუგონია. მისი მარცხენა ხელი კი ისევ ისა დაკრუნჩხული, როგორც არწივის კლანჭები (ჰემინგუეი, 2016:29). (თარგმნა ა. რატიანმა)

მოხუცი კაცი მარტო რომ არ ყოფილიყო, ის უფრო სწრაფად იმოქმედებდა დიდი თევზის ნახვისას.

The communicative intention of expressing regret is realized in both languages in the example given above;

2. I must hold his pain where it is, he thought. Mine does not matter. I can control mine. But his pain could drive him mad. (Hemingway, 1952:24)

If I do not hold his pain, he will be mad.

2.ზედმეტი ტკივილი არ უნდა მივაყენო, - ფიქრობდა იგი. - ჩემი ტკივილი არაფერია. მე გავუძლებ ტკივილს. თევზი კი შეიძლება გაგიჟდეს ტკივილისაგან (ჰემინგუეი, 2016:41) (თარგმნა ა. რატიანმა)

თუ ზედმეტ ტკივილს მივაყენებ, გაგიჟდება, ვერ გაუძლებს....

The communicative intention of expressing compassion is the main concern of this super phrasal unity.

3._ "Santiago," the boy said to him as they climbed the bank from where the skiff was hauled up. "I could go with you again. We have made some money."

_ "No," the old man said. "You are with a lucky boat. Stay with them"(Hemingway, 1952:1).

If the old man had not cared about the boy, he would have let him stay with him on his unlucky boat.

3. - სანტიაგო, - უთხრა ბიჭმა იმ დროს, როდესაც ზემოთ ამოდიოდნენ ნაპირიდან, სადაც ნავი დააბეს, - ახლა შემიძლია შენ გამოგყვე სათევზაოდ. ჩვენ უკვე ვიშოვეთ ცოტა ფული.

- არა, - უპასუხა მოხუცმა, - შენ იღბლიან ნავზე მოხვდი. დარჩი მათთან. (ჰემინგუეი, 2016:1). (თარგმნა ა. რატიანმა)

მოხუც კაცს ბიჭზე რომ არ ეზრუნა, თავის უიღბლო ნავზე დაიტოვებდა.

This is the best example of expressing the communicative intention of compassion and giving advice realized in both texts – the original and the target.

4. The boy went out. They had eaten with no light on the table and the old man took off his trousers and went to bed in the dark. He rolled his trousers up to make a pillow, putting the newspaper inside them. He rolled himself in the blanket and slept on the other old newspapers that covered the springs of the bed (Hemingway, 1952:6).

———————> If the old man had not been so poor, he would have eaten with some light on the table and would not have gone to bed in the dark. If he had some more money, he would not have rolled his trousers up to make a pillow putting the newspaper inside them. He would not have slept on the old newspapers that would have covered the springs of the bed.

4. ბიჭი წავიდა. მათ ისე ივახშმეს, რომ სინათლე არ აუნთიათ. ახლა კი მოხუცმა გაიხადა შარვალი და სიბნელეში დაწვა დასაძინებლად. შარვალი დაახვია და თავქვეშ დაიდო ბალიშის მაგივრად, შიგ გაზეთიც მოაყოლა. საბანში გაეხვია და გაწვა ძველ გაზეთებზე, რომლებიც გადაფარებული ჰქონდა საწოლის შიშველ ზამბარებს. (ჰემინგუეი, 2016:10) (თარგმნა ა. რატიანმა)

———————> მოხუცი კაცი რომ ასეთი ღარიბი არ ყოფილიყო, სიბნელეში არ ივახშმებდა და დასაძინებლადაც სიბნელეში არ წავიდოდა. მას რომ ფული ჰქონოდა, დახვეულ შარვალს ბალიშად არ გამოიყენებდა, საწოლის შიშველ ზამბარებზე გადაფარებულ ძველ გაზეთებზე არ დაიძინებდა.

The communicative intentions of expressing sympathy, compassion and sorrow are realized in the passage given above. The translator uses the adjective „შიშველი "as additional epithet to describe the springs of the bed to emphasize the difficult state of the old fisherman.

As we have seen in the examples given above, the implicit meaning can be expressed through different text structures having multiple communicative intentions. The analysis of the above given four units of texts revealed that translators maintain the spirit of the original texts by expressing the same communicative intentions without any stylistic or grammatical transformations.

 In the process of translation, a source language text may undergo various modifications that are known in the theory and practice of translation as the process of transformation. The term "Transformation" is polysemantic and there are at least six meanings that are associated with this word in translation studies. Transformation methods are the techniques used in the translation process to transform the source text into the target text. These methods are used to ensure that the translated text accurately conveys the meaning and intent of the original text. Some of the most common transformation methods used in translation include: **transposition, modulation, amplification, reduction, equivalence**. (The methods are suggested by professor Barkhudarov) (Levitskaya T.R. Fiterman A.M. 1980)

Levitskaya proposed a different classification of transformation in translation, which includes three basic types: **lexical, grammatical and stylistic**. Lexical transformation involves replacing words or phrases in the source text with equivalent expressions in the target language. Grammatical transformations involve adjusting the grammatical structure of sentences in the source text to better fit the target language rules. Stylistic transformations involve changing the style or tone of the source text to better suit the target audience. (Levitskaya T.R. Fiterman A.M. 1980)

Considering the major discussions of the theory of translation grammatical, stylistic and lexical transformations are widely applied. We will try to study the mechanisms of transformational formation of utterances in a target language on the basis of the material given below.

5. Here I am! I travelled yesterday for four hours in a train. It's a funny sensation, isn't it? I have never ridden in one before. (Webster, 2012:207).

If I had traveled by train before, it would not have been a funny sensation.

5. აი, უკვე აქ ვარ! გუშინ ოთხი საათი ვიმგზავრე მატარებლით, რა უნცაური გრძნობაა, არა? მატარებელში აქამდე არასოდეს ვმჯდარვარ. (ვებსტერი, 2012:23). (მთარგმნელი : ლ. გუგუნავა)

———————> მატარებლით აქამდე რომ მემგზავრა, ასეთი უცნაური გრძნობა არ დამეუფლებოდა.

 The translator offers the version with the imlicit meaning of the text structure mainained, though doesn't translate the phrase "**Funny sensation"** word-for-word which will be a bit vague for the Georgian reader. Instead, the translator applies the method of modulation and transforms the phrase "**Funny sensation"**   into "**უცნაური გრძნობაა**" , so that it could be easily comprehended by the reader.

 Modulation basically means using a phrase that is different in the source and target languages to convey the same idea: It obviously changes the semantics and shifts the point of view of the source language. Modulation helps the translator generate a change in the point of view of the message without altering its meaning and without generating an unnatural feeling in the reader of the target text. (Grassilli, 2016)

6. Maybe you won't stay rich all your life; lots of very clever men get smashed up in Wall Street (Webster 2012:208).

If you aren't careful, you might lose everything.

6. ხომ შეიძლება, სულ მალე მდიდარი აღარ იყო. განა ცოტა ჭკვიანი კაცი გაღარიბებულა უოლსტრიტზე? (ვებსტერი, 2012:24). (მთარგმნელი : ლ. გუგუნავა)

თუ ფრთხილად არ იქნები, შესაძლებელია ყველაფერი დაკარგო.

7. Julia comes from one of the first families in New York and hasn't noticed me yet. (Webster 2012:209).

    If I were of the same status, she would have noticed me.

7.ჯულია ნიუ-იორკის ცნობილი ოჯახიდანაა და მე ზედაც არ მიყურებს. (ვებსტერი, 2012:25). (მთარგმნელი : ლ. გუგუნავა)

⟶ მე რომ ჯულიას მსგავსი წარმომავლობა მქონოდა, ის თავიდანვე შემამჩნევდა.

In the examples given above, the implicit conditional semantics of text structures is maintained in Georgian translations as well as communicative intentions of warning, assumption and regret are expressed. The translator refers to the use of the technique of specification **and generalization of meaning + amplification**. In the Translation Studies, amplification refers to a technique of adding information in the target language text for the same reason; to make the text more comprehensible to the readers of the target language text.

In the original version of the text the writer uses the phrasal verb "get smashed up" which could be translated as სრული განადგურება 2) (სას.) ავარია, კატასტროფა (საავტომობილო, სარკინიგზო) 3) (სას.) გაკოტრება (ფირმისა და მსგ). And the trans-lator specifies the meaning by using the word "გალარიბებულა" to clarify the meaning of the sentence in a target language.

There is no doubt that in English there are many linguistic structures that can't be translated into Georgian word-for-word, as they will lose their semantic and stylistic properties and may sound unnatural. To avoid the misunderstanding caused by the loss of the meaning implied in the text, the translators often refer to the method of **replacement** with functional and descriptive equivalents. (Functional equivalent uses more neutral cultural words with a new specific term. This is the most accurate way to translate a cultural word. Descriptive equivalent is the meaning of the cultural words explained in few words.)

8. Usually Freshman can't get singles; they are very scarce, but I got one without even asking. I suppose the registrar didn't think it would be right to ask a properly brought-up girl to room with a foundling. You see there are advantages! (Webster, 2012:207).

⟶ If I were not a foundling, I would not get a single room.

8.საერთოდ, პირველკურსელს ცალკე ოთახს არ აძლევენ, ძალიან იშვიათად, რომ ვინმეს მისცენ, მე კი მომცეს. არც მითხოვია. ვფიქრობ, რეგისტრატორმა უხერხულად ჩათვალა, კარგად აღზრდილი გოგონა უსახლკაროს გვერდით მოეთავსებინა. ხედავ რა უპირატესობა მქონია! <u>ნათქვამია, ზოგი ჯირი მარგებელიათ!</u> (ვებსტერი, 2012:23). (მთარგმნელი : ლ. გუგუნავა)

⟶ მე რომ უსახლკარო არ ვყოფილიყავი, რეგისტრატორი ცალკე ოთახს არ მომცემდა.

As we see the translator provides us with the descriptive equivalent in a target language (<u>ნათქვამია, ზოგი ჯირი მარგებელიათ</u>), thus, conveying the implicit meaning of the utterance and enabling readers to get the main idea – there is a gap between the people rep-resenting different social classes.

In the original texts in English we often encounter with the specific types of realities. (Realities - Objects or phenomena of material culture, ethno-national characteristics, customs, rituals, and historical facts or processes that usually do not have lexical equivalents in other languages (Efremova, 2000.) that are usually referred to as Abbreviation Neologisms. They are mostly characteristic to newspaper language, though we encounter them in literary texts, especially in dialogues between politicians, journalists and business people. The following example can be applied to illustrate the methods of translating some specific types of realities.

9. "The first thing I did when I got off at <u>Penn Station</u>, I went into this <u>phone booth</u>" (Salinger, 1951:34).

⟶ If I had ever seen the phone booth before, I would not have rushed to it.

9."ჩამოვხტი თუ არა <u>პენსილვანიის სადგურზე,</u> მაშინვე <u>ტელეფონის ჯიხურს</u> ვეცი "(სელინჯერი 2016:46). (მთარგმნელი: ჰ. ჯელიძე)

10. "Mr. Zambesi stuck his head out of the window and told us to go back to the <u>dorm</u> and get ready for dinner" (Salinger, 1951:3).

10."ბატონმა ზამბეზიმ თავი სკოლის ფანჯრიდან გამოყო და, <u>საერთო საცხოვრებელში</u> წადითო, გადმოგვძახა, სადილისთვის" (სელინჯერი, 2016:5). (მთარგმნელი: ჰ. ჯელიძე)

11."<u>Pency Prep</u> is this school that's in Agers town, Pennsylvania. You've probably seen the <u>adds</u> anyway..." (Salinger, 1951:1).

⟶ If you have probably seen the adds, you would have known that it's a prep school.

11."სწორედ იმ დღიდან მინდა დავიწყო ჩემი ამბავი, როცა <u>პენსიდან</u> წამოვედი. პენსი <u>ეგერსტაუნის მოსამზადებელი</u> სკოლა გახლავთ. ალბათ გაგეგონებათ, <u>რეკლამები</u> მაინც გექნებათ ნახული" (სელინჯერი,   2016:3). (მთარგმნელი: ჰ.ჯელიძე)
⟶ თუ რეკლამები გინახავთ, პენსი <u>ეგერსტაუნის მოსამზადებელი</u> სკოლის შესახებ გეცოდინებათ.

Above given text units describe the speech peculiarities of a teenager living in America. The original text is rich with abbreviation neologisms that are translated into Georgian   by adding some explanations, so that Georgian readers will have thorough understanding of the concepts they refer to.

Based on the analysis of special literature we can say that translators can avoid the translation of cultural realities and miss out some of the text elements. E. g.

12."The bell rang furiously and, when Miss Parker went to the tube, a furious voice called out in a piercing North of Ireland accent: "Send Farrington here!... He lifted up the counter and, passing by the clients, went out of the office with a heavy step" (Joyce, 2017:11).

12. „გააფთრებული რეკავდა ტელეფონი და როცა მის პარკერმა ყურმილი აიღო, განრისხებულმა ხმამ მკვეთრად გამოხატული ჩრდილოეთ ირლანდიური კილოთი წარმოთქვა: - ფარინგტონი ამოვიდეს!... მან ტიხრის კედელი გადასწია, კლიენტებს ჩაუარა და ოფისიდან გავიდა"(ჯოისი, 2017:10). (მთარგმნელი   ნ. კაციტაძე)

The translator has left out the phrase "with a heavy step" that could be understood as the manner of walking   unhurriedly, leisurely, at a slow speed or if translated word-for-word as „ მძიმე ნაბიჯებით "- "taking heavy steps". The omission of the phrase doesn't hinder the understanding of the situation that is implied to be tense and difficult.

Making comments is considered to be one of the best methods of transformation in literary texts, especially when dealing with the problem of rendering cultural realities unfamiliar to the reader. The following example will illustrate the advantages of the technique.

13."The man stared fixedly at the polished skull which directed the affairs of Crosbie & Alleyne, gauging its fragility" (Joyce, 2017:13).

⟶   He would not have stared the polished skull if he weren't interested in its fragility.

13.„კაცი კი ისევ მიაშტერდა პრიალა თავს, „ქროსბი და ელეინის" ფირმის   საქმეებს რომ განაგებდა, და თითქოს ცდილობდა განესაზღვრა, რა ძალის დარტყმას გაუძლებდა"(ჯოისი, 2017:12). (მთარგმნელი   ნ. კაციტაძე)

⟶   კაცი პრიალა თავს არ მიაშტერდებოდა, მისი სიმყიფით რომ არ ყოფილიყო დაინტერესებული.

The translator applies the method of commenting by using the noun „ფირმა" which helps the readers understand the essence of the cultural reality expressed with proper names „Crosbie & Alleyne".

Empirical studies reveal   that translators often apply the method of lexical transformation that involves replacing words or phrases in the source text with equivalent expressions in the target language especially when they have to render the personal pronouns of the third person. As Georgian doesn't express the gender differences through personal and possessive pronouns as English does, translators apply the method of lexical transformation via person names specifying the gender of the referents.   E.g.

14."But the religious question is far more serious than the economic, Sir Dighton had said, which she thought extraordinarily interesting, from a man like Sir Dighton." (Woolf, 2017:17).

⟶   She wouldn't have been so interested if these were not Sir Dighton's words.

14.„მაგრამ რელიგიური საკითხები ეკონომიკის საკითხებზე მნიშვნელოვანია, ესეც უთქვამს სერ დაიტონს. კლარისამ გაიფიქრა, რომ ამის მოსმენა განსაკუთრებით საინტერესოა ისეთი კაცისგან, როგორიც სერ დაიტონია"(ვულფი, 2017:16). მთარგმნელი   ნ. კაციტაძე)

⟶   კლარისა ასეთი დაინტერესებული არ იქნებოდა რელიგიური საკითხებით, სერ დაიტონის საუბარი რომ არ მოესმინა.

As it is clearly seen, the translator suggests the readers the name of the person- Clarise who is referred to as "she" in the original text, to avoid misunderstanding and ambiguity.

Cultural realties have the function of expressing the spirit of the time.   In the passage given below, the translator avoids the method of explication that would have made the text in the target language much easier to understand the essence of the phrase "college yells" that implies much more than „კოლეჯებში ამოჩემებული სიტყყვები„ in English. The phrase refers to usually rhythmic shout or cheer used especially in schools or colleges to show support for sports teams; a cheer or shout of fixed words or syllables, as one adopted by a school or college to encourage a team.   As has already been mentioned the translator doesn't give any further explanation of the phrase, but simply renders it as „კოლეჯებში ამოჩემებული სიტყვები „ so that Georgian readers miss the opportunity of understanding the cultural reality, its meaning, purpose and value in the certain context.

15.   "The train was crowded with youths and young men who were singing songs and ever and again barking out college yells. Martin studied them curiously" (London, 1989:26).

15.„ტრამვაი ახალგაზრდებით იყო გაჭედილი, მღეროდნენ, კოლეჯებში ამოჩემებულ სიტყვებს ეძახდნენ ერთმანეთს. მარტინმა ცნობისმოყვარეობით შეათვალიერა, უნივერსიტეტის სტუდენტები იყვნენ. "(ლონდონი, 1909:17). (მთარგმნელი ზ. ჯელიძე)

On the other hand, Georgian translators of English refer to the method of explication to make the implicit meaning of the original text

structure more easily comprehendible. Vinay and Darbelnet define explicitation as "A stylistic translation technique which consists of making explicit in the target language what remains implicit in the source language because it is apparent from either the context or the situation" (Vinay and Darbelnet, 1995)

16   ."Two," the boy said.

"Two," the old man agreed. "You didn't steal them?"

"I would" the boy said. "But I bought these." (Hemingway, 1952:4)

I would steal them if I needed.

16   . ორს მოგიტან, - უთხრა ბიჭმა.

–   კარგი, ორი იყოს, - დაუთმო მოხუცმა.

–   მაგრამ ხომ არსად მოგიპარავს?

–   მოვიპარავდი, რომ დამჭირვებოდა, მაგრამ ამჯერად ვიყიდე. (ჰემინგუეი, 2016:3)   (მთარგმნელი: ა. რატიანი)

Conclusion

On the basis of the material illustrated above and the findings of our study we can assume that literary translation is not an easy job. The translation of literature is a creative art that requires very special skills and talent to stay faithful to the original text and attract the audience of target language readers.

 Translators use variety of methods when translating from one language into another, especially when rendering implicit meaning of text structures. Methods of transformation used in translation include: transposition, modulation, amplification, reduction, specification, equivalence etc. Translators should be accurate to ensure a precise, high quality product conveying the same meaning or message in the target language text as intended by the author of the original text, the work that starts its new life providing readers with proper understanding of author's message, belief, emotions, attitudes, overtone and intention.

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The importance of discourse and functional style studies in the research of Role/Personal Deixis.

Valeria Lobjanidze Invited lecturer (International Black Sea University)

Ekaterine Archvadze Associate Professor (International Black Sea University)

Abstract

The represented article deals with the issue of Deixis study in the frame of today's linguistic paradigm shift, which makes it possible to interpret quite a new the linguistic category of Role deixis into its 'Personal' exegesis. Thorough and expanded study of all stages of Deixis transformation through paradigm dynamics proves one essential fact: given linguistic category is always studied through the concept of discourse, especially if we operate in the scope of interdisciplinarity. Only with deep analysis of the term 'discourse', what role it has and what its functions are on the intersection of the different humanitarian fields, we will be able to have a new interpretation of Deixis which will be appropriate for the present-day linguistic studies and research.

Key words: Deixis, discourse, functional style, paradigm dynamics, interdisciplinarity.

Introduction

The concept of "deixis" has been known since ancient times, but in modern period it was the German Indo-Europeanist K. Brugmann (1904) who drew attention to this notion. The well-known German psychologist and linguist K. Buhler relied on Brugmann's work. Thus, Buhler devoted significant part of his work 'Theory of Language' (1934) to the study of deixis. Buhler was the first to explicitly point out two phenomena derived from the actual deixis: anaphora and Deixis am Phantasma - the phenomenon of the mental transfer of the deictic center to an arbitrary place in space and time. The semiotic tradition is associated with Ch. Peirce, who in 1940 offered to call demonstrative pronouns indexical signs that create a direct connection between the word and the object. Another tradition of studying deixis originates from O. Jespersen, who in 1922 proposed the concept of a shifter to characterize language units, the use and understanding of which entirely depends on the speaker and other communicative coordinates.

The status of Deixis as a phenomenon totally differs from the status of other linguistic phenomena. This is explained by the following circumstance: In modern linguistic studies, Deixis represents that very segment of the entire linguistic reality that represents the basis for any act of communication, without which this act would not have been possible. To reaffirm this fact, we refer to the theoretical work by the famous philologist and semiotician B. Uspensky, where the linguist discusses the spatial structure of verbal communication. 'The 'area/scope' of the communication act by nature of its genesis, functionality and structure is always associated to the phenomenon of deixis' (Успенский, 2007). The first chapter of the monograph is even titled in alike way: 'Deixis and Communication'.

As it is already known, Dexis in its essence expresses the integrity of the dimensions of the whole utterance/discourse (who? where? when?). At the first stage of study of Deixis, it is necessary to refer to the classical linguistic literature, which clearly explains, first of all, the essence of Deixis and its importance at the level of the systemic linguistic paradigm. The following works are of utmost importance:

1. К. Бюлер – Теория языка. М., 2001 (translated from German).

2. В. Виноградов – Дейксис, in: Лингвистический энциклопедический словарь. М., 1990.

3. А. Уфимцева – Типы словесных знаков. М., 1974

First, out of the three represented works, which was focused on the phenomenon of Deixis was that of German linguist and psychologist K. Bühler, who was initially interested in the idea of forming a *triadic concept* of Deixis ('I – now - here'). From a purely linguistic point of view, Deixis is expressed through those lexical and grammatical means of language that indicate, or point immediately to the participant(-s) of the communicative act, that is, the Subject (person), time and place.

It is reasonable here once more to mention that the word 'deixis', in ancient Greek, itself means 'pointing, indicating, reference'. Accordingly, all those lexical and grammatical means of a language that can have the function of **reference** (to a person, place, time) are called *Deictic elements* of the language. According, to the linguist A. Uphimtseva, Deixis should be understood as a hierarchy. This hierarchy should mean granting central and leading status to 'Role' deixis within the triad. The author distinguishes the existence of a specific 'functional -semantic domain of reference that is actualized via lexical means of the language. In its turn, this field covers three areas of reference'. (Уфимцева,1974). These domains are:

I. *'System of Subjective reference means*, the semantics of which is determined by the following three dimensions of the conversational area: 1) in any case, we deal with a communicative or non-communicative person; 2) By the location of objects and persons in relation to the person speaking, although in some languages the person who is the listener is also taken into account. By defining persons, events, and subjects, depending on what conditions they are in relation to the moment of speech; 3) Characterization of events, objects, persons to an actual time, or in other words, in relation to the moment of speech' (Уфимцева, ibid). After such structuring of the subjective sphere of reference, the author also emphasizes the language elements used for the Subject realm of Deixis: 'Personal pronouns, demonstrative and partially possessive pronouns, adverbs and adverbials of time and place (I, you, he, ours, his, here, now, today, tomorrow, this (proximal) and that (distal), etc.'' (Уфимцева, 1974).

II. *System of objective means (orientation) of reference.* According to the author, this subsystem of deictic elements contains such language elements ''that perform the function of reference without pointing to the Subject... These elements include: the adverbs of time, place and spatial orientation; verbs of movement and motion; interrelation expressing prepositions (under, over, above, on the right, on the left, forward, backward, near, faraway, to go out, to come in, to come near, etc.)''

III. *Relative interstructural reference system.* In this case, the author refers to those language elements that express "not the correspondence of the collocating objects of the actual reality, but characterize them (these elements) as the **objects of our thinking** in each specific situation" (ibid). Here the linguist refers to "relative and demonstrative pronouns with their anaphoric function, interrogative adverbs, conjunctions for compound and complex-structured meanings..." (Уфимцева,1974). The author summarizes the classification of deictic linguistic elements and provides names for the three types of relative characteristics for the objects, persons and events:

1. *Subjective reference* (deictic elements specifically)

2. *Objective reference*: Characterization of one object or event in relation to another object or event; relation of these objects to objective reality. Here we deal with such verbal signs the semantics of which contain a deictic sema.

3. *Intrastructural reference* (Anaphoric, epiphoric, correlative and others); In this case, we are dealing with the case when the part is indicated in relation to the whole (sentence-phrase, members of word combination – to the whole word combination, etc.) The research carried out shows that contemporary linguistics performs both as its detection and determination, as well as its typology and hierarchization. However, it should be noted that the hierarchization takes place only in view of the fact that role deixis counterbalances the functions of nomination and deixis. If we take into account the fact that the research and interpretation of deixis today should be carried out with regard of the interdisciplinary methodology, then it becomes necessary to find such a concept that will bring possible synthesiz of the pure linguistic and whole humanitarian viewpoints together.

We believe that the concept of **discourse** is a category that can be assumed for this purpose. As the concept, in its essence, it has a double status – it belongs to both: linguistic and the whole humanitarian spheres. Today, discourse performs an integrating function for such disciplines as semiotics, linguistics, aesthetics. And implicitly we can assume that the concept of discourse is essential for the whole humanitarian thinking.

While researching the concept of discourse, it has been found out that the process of the so-called Role deixis transformation into Personal one becomes possible. In other words, we can say that is the process of *personalization* which represents an area of interest for modern interdisciplinary research. The development of the personalistic mode of deixis is based on the interpretation of the category of Deixis in the domains of anthropocentric and communicative linguistics'. While the core of these two theoretical viewpoints is always represented by Subject, or a *Persona* (lat.)

As already stated, a new, personalistic interpretation can be realized through an 'interdisciplinary concept' of discourse. This means that, on the one hand, it is necessary to preserve the idea-concept of the discourse as an interdisciplinary "representative" of the paradigmatic synthesis, and at the same time to find such a relevant concept for it that will fully represent the linguistic meaning of the discourse. Thus, the concept of functional style can be regarded as such a linguistic concept.

This opinion can be supported by two important aspects: 1) actualization of the language system always means turning the language system into a discourse (communicative act); 2) At the same time, the discourse, received this way, always belongs to a definite functional style.

Contemporary interdisciplinary research of deixis implies covering several stages of its study. In our case, it is necessary to connect the 'pair' of functional style and discourse with the concept of transformed deixis into already Personal one. In order to carry out this theoretical process, it is necessary to join the pair of discourse and functional style with a concept which will put the research forward. In this case *text* is the concept, that could be applied to this research. As a result, we should get the conceptual triad 'discourse-functional style-text'. What does the study and discussion of such a triad give us for exploring Deixis, moreover, for personal deixis? Following this pattern, we will have the opportunity to see the functional and structural features of Personal deixis. It is only the concept of **text** that can give our study this opportunity. And to specify, within *the narrative type of text*, as genetically, functionally and structurally narrative text is connected to the literary narrative fiction style on the one hand, and to the artistic(narrative) discourse on the other hand.

But having transformed form of deixis will only be possible if we explore the artistic discourse in relation to other types of discourses.

As already mentioned, Role deixis is assigned the status of a metacategory within the anthropocentric-communicative paradigm of modern linguistics. It is this paradigm that accentuates the communicative function of language, without which it would be impossible to neutralize deictic, nominative and communicative functions in Role deixis. This step-by-step program of study on Role/Personal deixis takes our research to the next step. This step implies a view of Personal deixis within the linguo-cultural paradigm. Though new questions arise too: will personal deixis undergo further transformations as a metacategory and what will be the result of seeing deixis in a new way? In other words, what will be exegesis of deixis if seen from the *prism of culture*?

The research methodology we apply has a nature of synthesis. This synthesis implies the combination/interpenetration of the following concepts: functional style, deixis, discourse, text, hierarchy of Deixis types. The level of the synthesis makes it possible to 'personalize' Deixis of Role.

When we use the terms 'functional style' and 'discourse', it is clear that we are talking about the interrelation of two paradigms (systemic and communicative). Of course, within the framework of the systemic paradigm, the difference in the meanings of these two terms was partially counteracted, which meant the following: when one speaks of a functional style, two things are meant at the same time: 1) that in the system of any language there may exist such subsystems of lexical and grammatical means, which are actualized during language functioning (that is, language actualization) in different spheres of social reality and 2) at the same time, the communicative act(utterance) itself could be characterized by the same term (functional style). That is why liguists say: "The term functional style accurately expresses the fact that the peculiarity of each style is related to the specific function of the language in its specific and particular field" (Vinogradov, 1990). Accordingly, such functional styles as "scientific, conversational (every day), business, poetic, rhetoric and journalistic" are distinguished. All of them represent the subsystem of the language, which is recognized and characterized by its specific features of vocabulary, phraseology, syntactic constructions, and sometimes is also reflected in phonetics" (ibid.). The typology of discourse is equally important for the development of a 'personalistic' exegesis of Deixis. Here we'll try to present this concept and provide its general semiotic formulation. In the framework of our research, we consider it necessary to focus on the definition of the term 'discourse'. Despite the fact that the term "discourse" has an almost universal meaning, if to see from the whole humanitarian perspective, there is still no single and universally recognized definition of it. Authors L. Phillips and M. Jorgensen note in their work: 'Recently, the term discourse has become trendy. In scientific texts and debates, it is used randomly, often without precise definition, and there is still no consensus on what discourse is. How should it be evaluated?'' (M. Jorgensen, 2001). At the same time, according to these theorists, it is necessary to see both: the close connection (similarity) and the difference between these two categories (i.e. discourse and functional style). Thus, we see the difficulty associated as with the typology of discourse, as well as with its definition itself. Despite the complexity of the given theoretical problem, it is necessary to have basic definition of discourse for the study of Deixis. Though, this definition should be related to the text interpretation. To fulfil this task, we referred to B. Martin and F. Righam's "Dictionary of Semiotics". According to the theorists, discourse means "the use of language and the ability to speak when it is necessary to discuss this or that subject or to say something in general" (Martin, Righam, 2001). The authors also provide different discourses types: "Academic discourse, legal discourse, mass information discourse. Each type of discourse is characterized by its specific features''. (Ibid). According to the authors, 'discourse is understood through the interaction of two dimensions of language. These dimensions are:

1) figurative dimension, which is related to our ideas about the natural world;

2) the thematic dimension, which is related to the abstract values actualized in the utterance'' (ibid.) In order to interpret role deixis as personal deixis, it is enough to rely on the concept of discourse presented here, although some comments should be added. Thus, it is possible to say that the discourse should be understood as the actualization of the system performed in a specific communicative situation. With this linguosemiotic approach, the dichotomic model of language and discourse, as a concept, which is connected to this dichotomy, are taken into account. The second important issue is to have definition of discourse according to communicative linguistics where one of its leading categories is the *phenomenon of intersubjectivity*.

Therefore, this phenomenon has a crucial role while studying and observing discourse. It is impossible to adequately speak about not only Personal deixis, but primary category of Role deixis itself without introducing phenomenon of intersubjectivity into the study.

To conclude, it should be emphasized that feature of discourse such as intersubjectivity represents particular importance for the interdisciplinary methodology that linguists apply in the process of Personal deixis research.

Conclusion

The relevance of the interactive understanding of deixis is preconditioned by the logic of the development of modern language theory, the expansion of research in the field of discourse and is outlined by the need for further scientific exploration of the problem of functional categories in the light of the systemic study of speech. Previously, from semantic point of view, deixis was considered as classes of words indicating person, place and time. In our study, deixis is analyzed from the perspective of the linguistic paradigm dynamics. Today's leading linguo-cultural paradigm proves the necessity in transformation of Role deixis into Personal Deixis, that will provide more detailed information about its features, characteristics and function in the discourse.

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Digital Pedagogy- Enhance Your Teaching by Going Digital

Tatia Mardaleishvili

Nino Kashia

LEPL GENERAL GIORGI KVINITADZE CADETS MILITARY LYCEUM

Abstract

It is precisely not about using digital technologies for teaching. We are betterusers of technology when we are thinking critically about the nature and effects of that technology. What we must do is work to encourage students and ourselves to think critically about new tools. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning.

Developing digital skills in childhood is important to ensure children are safely and effectively engaging with digital technologies, whether at home, for school, and later on in life in the workplace. It is one of the tasks for schools in XXI century. Each of us must remember that we cooperate with the children who were born in the reality full of mobile phones, tablets, notebooks, computers etc. They sometimes cannot even speak clearly but they already know how to use electronic devices. In today's quick and ever-changing society, it is necessary to adapt to new practices and adopt new strategies, especially regarding teaching. If we want to request from students, cooperate with them, teach them, encourage them talking to us, we should be somebody inspiring for them. Then, our job of being a teacher will be much easier.

It is important that we know all we can and use any available resources to facilitate a learning environment where our students can feel welcome, safe and intellectually challenged. Pedagogy - the art of teaching is one of extreme importance. You can kill someone's love for a subject or awaken the passion for studying. We must take and integrate the best methods to use to teach.

Key Words; **Digital Pedagogy, Digital Technologies, web 2.0 tools.**

Introduction

Digital pedagogy is essential now as the entire world moves towards digitalization in all fields. Technology has influenced a lot on learning and resulted in the development of digital pedagogy, which has become a vital part of today's world's. The global COVID-19 pandemic has caused a rising interest in the use of digital pedagogies and the need to teach remotely.

In the digital age, technology has revolutionized various aspects of our lives, including the field of education. Traditional pedagogical methods are being augmented, if not entirely transformed, by the integration of digital tools and resources into teaching and learning processes. This emerging educational paradigm, known as digital pedagogy, is reshaping the way knowledge is acquired, shared, and applied in educational settings.

Digital pedagogy encompasses the use of digital technologies, such as computers, tablets, smartphones, and the internet, to enhance and enrich the teaching and learning experience. It goes beyond simply using technology as a tool and explores innovative ways of engaging students, fostering collaboration, and promoting critical thinking skills. By leveraging the power of digital tools, educators can create interactive learning environments that cater to diverse learning styles and offer personalized learning experiences.

Literature Review

In this article, we will explore the various dimensions of digital pedagogy, its advantages and limitations, as well as strategies for effective implementation. We will delve into the evolving role of educators as facilitators of digital learning and examine the potential impact of digital pedagogy on educational outcomes and the future of education. Firstly, start with Bates [8]. In "Teaching in a Digital Age," Bates explores the shift from traditional teaching methods to digital pedagogy. He provides guidelines and practical strategies for designing effective online courses and incorporating technology into the teaching and learning process. Furthermore, we introduced the works of Siemens and Weller[9], especially Higher Education and the Promise of the Digital Age, which examines the potential of digital technologies in higher education, discussing topics such as open educational resources, social media, and networked learning. Moreover, the "NMC Horizon Report"[10] was an interesting material for us, as it is an annual publication that explores emerging trends and technologies in education. The 2015 edition focuses on digital pedagogy in higher education and provides insights into the adoption of innovative practices and the challenges faced by educators.

Bates, A. W. (2015). Teaching in a Digital Age: Guidelines for Designing Teaching and Learning. Tony Bates Associates Ltd.

Siemens, G., & Weller, M. (Eds.). (2011). Higher Education and the Promise of the Digital Age: Renewing the Vision. University of London Press

Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2015). NMC Horizon Report: 2015 Higher Education Edition. The New Media Consortium.

Prensky's article "Digital Natives, Digital Immigrants"[11] was also significant for us, as it discusses the generational divide in technology use and how it impacts education. It introduces the concept of "digital natives" (students born into the digital age) and "digital immigrants" (educators who adapt to digital technologies later in life) and explores their implications for teaching and learning. Next, in their influential paper, Mishra and Koehler propose the Technological Pedagogical Content Knowledge (TPACK) framework[12]. This framework highlights the integration of technology, pedagogy, and subject matter knowledge in effective teaching. It emphasizes the importance of teachers' digital competencies in delivering meaningful learning experiences. And finally , we introduced "Education and Technology" by Selwyn,[13] where he critically examines the role of technology in education. The book explores the impact of digital tools on teaching practices, student experiences, and educational inequalities. It addresses key issues and debates surrounding the use of technology in educational settings.

According to all the literature mentioned above, we concluded the following;

Digital pedagogy offers several ways to motivate students and enhance their learning experiences. It's important to note that while digital pedagogy can be highly motivating, it's crucial to consider students' individual needs and preferences. A balanced approach that combines digital tools with effective instructional strategies will ensure a positive impact on student motivation and learning outcomes. **Here are some strategies that can be employed:**

1. Interactive and engaging content: Digital tools enable educators to create interactive and multimedia-rich learning materials. Incorporating videos, animations, simulations, and gamified elements can make the learning process more engaging and captivating for students. Interactive content encourages active participation and can motivate students to explore and learn at their own pace.

2. Personalization and differentiation: Digital platforms allow for personalized and differentiated instruction. Adaptive learning systems can tailor content and activities based on each student's individual needs, preferences, and learning styles. By providing personalized learning paths, students feel more connected to the material and are more motivated to engage with the content.

3. Collaboration and social learning: Digital pedagogy facilitates collaboration and social interaction among students. Online discussion forums, virtual classrooms, and collaborative platforms enable students to connect with their peers, share ideas, and work together on projects. Collaborative learning experiences foster a sense of community, promote active participation, and motivate students through social engagement.

4. Immediate feedback and progress tracking: Digital tools enable real-time feedback, allowing students to receive immediate information about their performance. Automated grading systems, online quizzes, and self-assessment tools provide instant feedback, helping students track their progress and identify areas for improvement. Timely feedback boosts motivation by reinforcing achievements and guiding students towards their learning goals.

5. Gamification and rewards: Gamifying the learning experience can enhance motivation. Digital platforms can incorporate game-like elements such as badges, points, leaderboards, and virtual rewards. By turning learning into a game, students are motivated to complete tasks, achieve goals, and compete with their peers, fostering a sense of accomplishment and engagement.

6. Authentic and real-world connections: Digital pedagogy can bridge the gap between the classroom and the real world. By leveraging online resources, virtual field trips, video conferencing with experts, and connecting with global communities, students can gain exposure to authentic and real-world experiences. This authenticity and relevance can inspire and motivate students, as they see the practical applications and value of their learning.

Now, we would like to introduce some tools in order **to motivate students and enhance their learning experiences.** First of all, we are going to talk about some web 2.0 tools for **Interactive movies.**

Edpuzzle is a convenient tool for creating interactive movies. We can choose a movie - our own one or from a wide database of available movies, and then we can adapt it to our needs by selecting the appropriate part, adding our own soundtrack, notes or quiz questions (open-ended

Prensky, M. (2001). Digital Natives, Digital Immigrants. On the Horizon, 9(5), 1-6.

Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. Teachers College Record, 108(6), 1017-1054.

Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury Publishing.

and multiple-choice questions). A film prepared in such a way helps students better understand the discussed content.

The next web 2.0 tools for Interactive movies is called educanon.

eduCanon - eduCanon allows the preparation of interactive films. We choose a movie and then add texts,tips, comments and questions to a specific part of the movie. In this way,we can draw students' attention to important fragments as well as check how they understand the content watched. The tool is easy to use and completely free.

Furthermore we are going to talk about some tools for creating multimedia presentations.

Prezi - Prezi is an innovative tool for creating multimedia presentations. We can create the content of our presentation on the basis of a large interactive mind map. We can also add content in the form of text, video or photos, and then we can set the order of displaying elements. The effect of switching between successive elements is interesting. The image rotates, zooms in or out, which allows you to show the relationship between the different parts of the presentation. The free version allows you to create presentations that are available to the public.

Emaze - Emaze is an interesting tool for creating online multimedia presentations. It works like Prezi. The editor is easy to use, we also have the option to import PowerPoint presentations. The presentations you create are interactive with the possibility of adding movies and a soundtrack. They gain in attractiveness thanks to the use of zoom transitions. The free version is available to the public. We can share the finished presentation by sending a link, sharing it on social networks or embedding it on your blog.

Powtoon - A tool for creating simple animated presentations and videos. The free version allows you to create an animation for up to 5 minutes. This form of

presentation is undoubtedly attractive and makes a greater impression. We can use many available templates, which makes it easier to prepare our movie.

 Now we would like to talk about some web 2.0 tools for creating games , tests and quizzes ;

Quizizz - It is a unique tool for creating and conducting interactive quizzes, conducting discussions and research. It is a free platform for creating and conducting quizzes. mobile devices are used for fun. Simple operation, interesting interface, motivating graphics make the quizzes evoke positive reactions and a lot of emotions.

Quizlet - Free online flashcard creation platform. You can use ready- made sets or create your own. The application gives us the opportunity to learn sets in 4 different ways or practice in the form of a game generated from our set. It is A very useful tool for learning vocabulary.

 In order to change your teaching process into more engaging ones - collaborative boards are great ways of achieving it.

Trello - If you are looking for a new way to organize, streamline, and put your objectives and goals into a workflow that you can visualize? Trello makes it easier for teams to manage projects and tasks. Trello is the visual tool that empowers your team to manage any type of project, workflow, or task tracking. You can Turn your board into something more inspiring one.

Linoit - Linoit is an online site that allows one to create boards using sticky notes. Lino is a great tool for interactive brainstorming activities for any subject. It is the space of Collaborative activities where students can create comprehensible output. It is great tool for Scaffolding activities related to grammar and vocabulary.

 We hope that with the help of these tools you can transform your classroom and the students' learning experience into something challenging and interesting one.

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"Higher Education and the Promise of the Digital Age" is a collection of essays edited by Siemens and Weller. The book examines the potential of digital technologies in higher education, discussing topics such as open educational resources, social media, and networked learning.

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In their influential paper, Mishra and Koehler propose the Technological Pedagogical Content Knowledge (TPACK) framework. This framework highlights the integration of technology, pedagogy, and subject matter knowledge in effective teaching. It emphasizes the importance of teachers' digital competencies in delivering meaningful learning experiences.

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"Rethinking Pedagogy for a Digital Age" edited by Beetham and Sharpe offers a comprehensive exploration of pedagogical approaches in the digital era. The book provides theoretical frameworks, case studies, and practical guidance for designing effective digital learning environments.

2.   Dede, C., Ketelhut, D. J., Whitehouse, P., Breit, L., & McCloskey, E. M. (2009). A Research Agenda for Online Teacher Professional Development. Journal of Teacher Education, 60(1), 8-19.

Dede et al. propose a research agenda for online teacher professional development in their article published in the Journal of Teacher Education. They discuss the potential of online platforms to enhance teacher training, improve pedagogical practices, and foster digital literacy among educators.

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In their conference paper, Herrington and Herrington explore the concept of authentic learning and its relationship with digital pedagogies in distance education. They discuss the importance of designing learning experiences that reflect real-world contexts and engage students in meaningful activities using digital tools.

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Koehler and Mishra introduce the concept of Technological Pedagogical Content Knowledge (TPCK) in their book chapter. They emphasize the integration of technology, pedagogy, and subject matter knowledge to develop effective teaching practices and promote meaningful learning experiences.

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Puentedura's paper presents the SAMR model, a framework for evaluating the impact of technology on teaching and learning. The model categorizes technology integration into four levels: Substitution, Augmentation, Modification, and Redefinition, providing insights into how technology can transform educational practices.

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In "Catching Up or Leading the Way," Zhao discusses the challenges and opportunities of digital pedagogy in the context of globalization. The book explores how education systems can leverage technology to foster creativity, critical thinking, and global competence in students.

Cognitive Deficit in Learning English as a Foreign Language (Vocational Education Case Study)

Nino Zaalishvili – Ph.D. Student in Education Sciences (International Black Sea University)

Abstract

The memory capacity of foreign language learners is more limited rather than of native speakers. Cognitive deficit is identified in all aspects of learning English as a foreign language - reading; writing; listening and speaking. The term cognitive deficit identifies characteristics that create barriers to cognitive processes. The process itself unites the aspects of attention, memory, speech, understanding, learning, problem-solving, and decision-making. Cognitive deficit conceptualizes decreased attention, concentration, reduced memory, and difficulties in problem-solving.

The case study aims to clarify what factors cause cognitive deficit while learning English as a foreign language. Through the papers, a case study of vocational education will be discussed. It has to be noted that English and Georgian languages are completely different from each other. Since, Georgian language belongs to Iberian-Caucasian language group, while English to the Indo-European one. These differences are manifested at both conscious and unconscious levels. There are differences in phonetics and grammar, morphology, and syntaxes as well. Language differences are visible in all four aspects of language – reading, writing, listening, and speaking. Thus the barrier is created in the form of cognitive deficit. British linguist Vivian James Cook emphasizes language differences. According to him certain limitations of the students' ability to speak in a second language are caused by memory limitations, as well as syntax, vocabulary, and other difficulties. In the process of teaching a teacher should keep in mind that everything that the student says in the second language to some extent is related to working memory. Cook concludes that using a second language means how to proceed information second times qualitatively in that way the working memory to be dependent on the native language. Vivian James Cook's view on the four aspects while studying a foreign language includes reading, speaking, listening and writing. Through the papers, Alan Baddeley's model of working memory, Zimbardo's theory of working memory and Vivian James Cook's approaches to second language learning will be discussed.

Key Words: Memory; English as a second language; vocational education students.

Introduction

Cognitive deficits describe any characteristics that create a barrier to cognitive processes. The processes themselves involve attention, memory, speech, understanding, learning, problem-solving and decision-making. Cognitive deficits include decreasing attention and concentration, reduced memory and difficulties in problem-solving (S.E. & Papagno, 2017 , pp. 164-198).

The research aims to identify what are the factors that cause cognitive deficits while learning English as a Foreign Language. English and Georgian languages are completely different from each other. Since, Georgian language belongs to Iberian-Caucasian language group, and English – the Indo-European one. These differences are manifested at both conscious and unconscious level. There are differences in phonetics and grammar, morphology and syntaxes as well. Language differences are visible in all four aspects of language – reading, writing, listening and speaking. Thus the barrier is created in the form of cognitive deficits.

British linguist Vivian James Cook emphasizes language differences. He emphasized that Chinese people are able to pronounce numbers fast, so they have a big volume of short-term memory. Generally, short-term memory (STM)'s capacity is limited and it can hold about seven-nine items within the duration fifteen-thirty seconds (Cook V. , 2013).

The question is what prevents us from remembering more than seven-nine units in our native language and less in the second language? This can be explained by Alan Bedley's Theory which explains aspects of working memory, because working memory is for information processing, while the mind is working on different tasks. Working memory is not an independent part of the mind, it is depending on the use pronunciation.

According to Zimbardo, working memory is an ability of memory that accompanies completing the tasks such as search for causality and speech activities that consists of phonological (articulatory) lock, spatial-visual matrix and central executive (Ronnlund & Del Missier, 2019).

Literature Review

According to Vivian James Cook, certain limitations of the students' ability to speak in second language are caused by memory limitations, as well as syntax, vocabulary and other difficulties. In the process of teaching a teacher should keep in mind that everything what the student says in the second language to some extent it is related to working memory. Cook concludes that using a second language means how to proceed information second time qualitatively that working memory depends on the native language.

Vivian James Cook discusses long-term memory processes, and cognitive deficits in reading, speaking and listening. He discusses the theory of prior knowledge and its importance in reading in a second language, cognitive deficits problem in listening etc. At the same time Cook has recommendations for teachers. For example, he believes that in the process of learning a foreign language it is better the several texts to be about one subject, rather than different ones, so the studying material can be better repeated and remembered.

Vivian James Cook's view on four aspects while studying a foreign language includes reading, speaking, listening and writing. In researching long-term memory process during reading he defines the following terms:

Schema – It is the basic knowledge, or background, on which text interpretation is dependent;

Script – A sequence of predetermined stereotypical actions that leads to a situation we know quite well;

Discourse - Stereotypical sequence of the conversation (Alagozlu, 2020).

As it is well-known reading is a cognitive process, that is characterized by limitations in second language. Reading, like speaking is not isolated, it is connected to the context. It is important to note that the sentences separately do not determine the meaning of the whole text. While reading a text in a second language it is important to know the title and not to be given the students only the one passage from the whole text (Chen, 2021, pp. 1-5).

A crucial element in understanding the conversation is so-called conditional situations, which means a pre-determined stereotypical sequence of actions (scripts), for example, an expected scenario which is determined by a familiar situation. Elements of listening is important as well, which involves cognitive processes of memory. Here are important factors like availability of vocabulary, so-called "Parsing" in which the mind proceeds grammatical structures and sentence meanings. It is possible to be implemented "top-down" and "bottom-up" proceeding – the process begins with the whole sentences and ends up with the smallest parts and vice versa – when the proceeding starts with the small part of the sentence and ends up with the whole sentence. Encoding is very important in the process –by which mental representations are formed in the memory, language processing to receive information (decoding) or language proceeding to receive rules (codebreaking) (Karlsson, 2011).

Cognitive deficit is identified in the process of writing in foreign language as well, which is evaluated by the criteria such as style and format, narrating content, connecting words, spelling, grammatical structure, lexis, punctuation etc. (Sethuraman, Mekala, Radhakrishnan, & Geetha, 2020, pp. 106-119).

Cook concludes that the age of the people who study foreign language influences the memory, because they are on a different stage of memory development, then native speakers. He believes that all above is manifested in the classroom in the form of cognitive deficits in certain limitations of memory processes (Cook & Bassetti, 2011).

Research Methodology and Data Analysis

For the aim of examining the study in more details, quantitative method was used. Thirty vocational education students were asked questions, in order to be clarified the problem.

Problem Statement: The problem statement of the research is that vocational education students have cognitive deficit problems while studying English language.

Goal Statement: The goal of the research is to analyze what are the reasons of cognitive deficit between vocational education students while studying English language.

Research Questions:

RQ 1 – Are students' attention strong enough at the lessons?

RQ 2 - Are students concentrated at the classes?

RQ 3 – Do students think about solutions how to improve studying English language?

RQ 4 - Do students take actions to improve studying English language?

Hypothesis: Vocational education students have problems of cognitive deficit while studying English language.

1) **Do you attentively focus on what the teacher speaks during the lecture?**
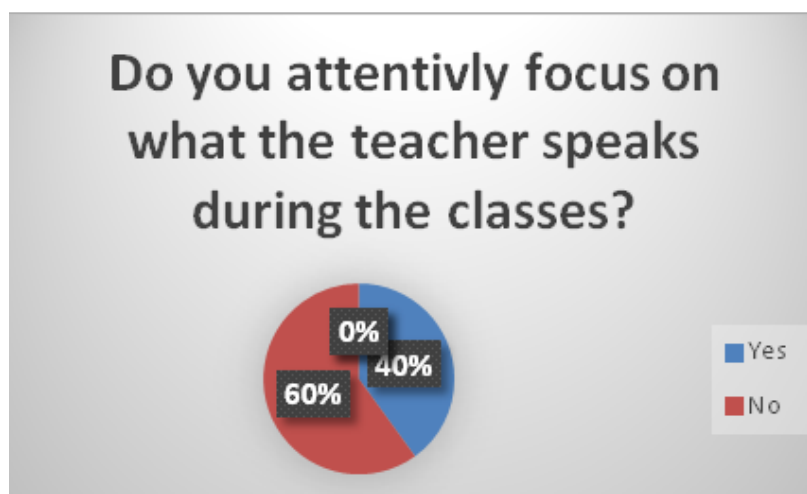
On the question – Do you attentively focus on what the teacher speaks during the classes? - 60% of the respondents answered no, while 40% - yes. If the selective attention exercises are involved in the process of teaching foreign language, students' concentration will be increased. For example, to be used visual cues, and to be reduced noise.

2) Do you usually remember of forget things?

On the question do you remember or forget things generally – 70% of respondents answered forget, while 30% - remember. Thus, the problem needs deeper analysis by the side of the teachers during the classes, why the students easily forget things.

3)   Do you analyze the problems while studying a foreign language?
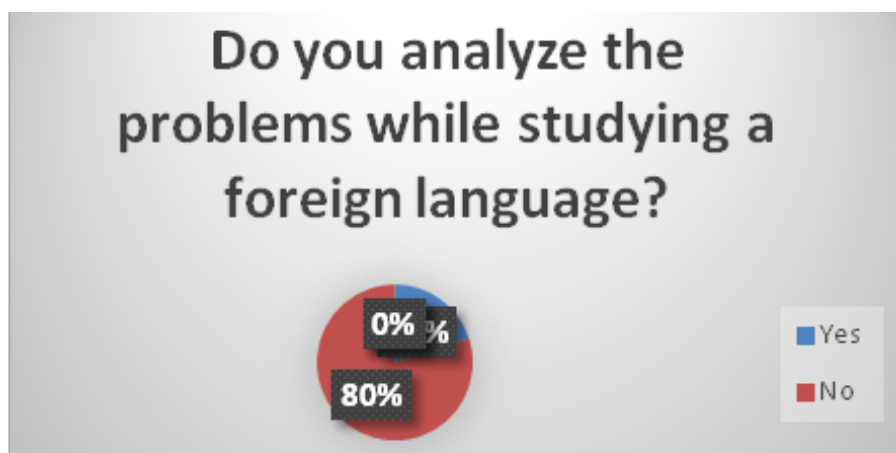
On the question do you analyze the problems while studying a foreign language – 80% of the respondents answered no, while 20% answered yes.

4) Do you think about potential solutions how to develop language skills?

On the question if the vocational education students think about potential solutions how to develop language skills, 80% answered no, while 20% answered yes.

5) Do you analyze the results while learning a foreign language?

On the question if the vocational education students analyze the results while studying foreign language, 80% answered no, while 20% answered yes.

6) Do you take actions to improve your English?

On the question if the vocational education students take actions to improve studying English, 60% answered yes, while 40% no.

Conclusion and Recommendations:

Based on the research results, the following recommendations should be noted:

- Selective attention exercises should be involved while teaching English language, the process will have a positive effect on vocational education students' focus. Thus, the cognitive deficit problems will be avoided.

- Vocational education students have problems of memorizing studying materials, thus there is a risk that cognitive deficits problems will be increased.

- Majority of vocational education students do not analyze the problems why they have problems in studying English language. In this case it will be better if the teachers help them to analyze the problems.

- Majority of students do not think about potential solutions how to develop foreign language skills. They have difficulties in problem-solving. In this case teachers should support them to find new strategies how to study foreign language easily.

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Factors English Teachers' ICT skills depend on - Case Study of Georgian EFL Community

Natela Doghonadze (International Black Sea University, Georgia)

Tamari Dolidze Batumi State Maritime Academy, Georgia

Natia Vasadze Batumi State Maritime Academy, Georgia

Abstract

Information and Communication Technologies (ICT) have resulted in rapid changes in all areas of life including education. Covid-19 pandemic once again revealed the necessity of integrating ICT into the learning process. Therefore, EFL education where technology has always been present, especially since the 1960s, for demonstrating authentic materials, i.e. news, live recordings, TED talks and videos, being indeed a usual language practice, was more prepared for mandatory integration of ICT skills into teaching practices due to teachers' previous experience. The current paper attempted to study key factors English teachers' ICT skills depend on by surveying the EFL community engaged at secondary and tertiary education in Georgia. The survey mostly consisted of 16 questions collecting demographic data (4), 4 / 5-point Likert scale, multiple choice (4) questions, and an open-ended question asking to describe teachers' experience in ICT application in language teaching. 98 volunteer English teachers from Georgian private and public schools and universities responded to the online questionnaire. The results revealed that for the given sample age and experience are not decisive factors for the teachers' motivation and ability to apply ICT for language teaching. Among the factors, intrinsic and extrinsic motivation, sufficient practice, and school/university equipment were discussed.

Key words: age; gender; attitude; intrinsic motivation; extrinsic motivation; technology; EFL community; teaching English in Georgia

Introduction

Covid-19 pandemic which resulted in mandatory integration of technologies into our teaching practice which undoubtedly added to the quality of language acquisition via the integration of ICT and developing the ability of even the best instructors to more effectively reach and connect with their students. We all recognize that English as a foreign language (EFL) education nowadays can only be efficient if the newest technologies are applied. They have been present in teaching EFL since the end of the previous century. Therefore, mandatory transition to ICT-based learning process proved to be less painful for EFL community (compared to teachers in some other subjects) in many countries, including Georgia, thanks to previous exposure to online tools, MOOCS and webinars offered by highly reputable professional development oriented organizations, e.g., Macmillan Education, IATEFL special interest groups and others.

If, referring to the Warchauer and Meskil (2000), "the key to successful use of technology in language teaching lies not only in hardware or software, but also in our human capacity as teachers to plan, design, and implement effective educational activity" (p. 483), then, logically, the major workload lies on EFL teachers for the effective and meaningful integration of ICT into EFL teaching and learning. The success results from proper planning, designing and running EFL lessons. Although technology gives us options and alternatives on how to reach and correct with all learners in and outside the classroom, the choice, ordering, student involvement in activities and their assessment is totally the teacher's responsibility. After the teachers have all experienced total online teaching/learning, which means that all of them have certain technical and pedagogical skills of using ICT for educational purposes, no one else can say that they do not possess any skills to do so. Therefore, its application has become inevitable and cannot even be the subject of debates and discussion. It has already proved to be the only way to survive under instantaneously altered educational reality of the world.

Therefore, while incorporating ICT into EFL learning and teaching process, teachers' best thoughts and considerations were given to their instructional aims and objectives, as well as their teaching and students' learning style and, finally, to different technical tools available for the time being, as different tools offer diverse advantages and they should be meeting relevant methodological objectives.

Furthermore, in real life and ordinary circumstances, using multimedia technologies in an EFL classroom indeed boosts students' self-autonomy and ability to work individually, facilitates the instructors to more effectively manage larger groups of students, allows the students to experience real-life and meaningful language situations and context and introduces different types of audio and visual authentic materials, which on the whole once again prove an absolute necessity and crucial importance of integrating ICT in EFL learning process at the level of secondary and higher education in Georgia.

Therefore, the presented paper was aiming at studying key factors English teachers' ICT skills depend on by surveying the EFL instructors from secondary and higher educational institutions functioning in Georgia. The results of the survey were analyzed and formulated in the form of assumptions to highlight the factors English Teachers' ICT skills depend on. Therefore, identifying the basic factors which ensure setting a relevant context for the EFL community to regularly upgrade their ICT skills will facilitate overcoming key challenges revealed through preventing factors.

In order to set a context for the abovementioned study, general advantages and disadvantages of ICT application for EFL learning will be analyzed and the key factors English Teachers' ICT skills depend on will be presented in more detail in the literature review part of the paper.

Literature review

In this day and age, integrating ICT (Information and communication technology) into the teaching process has become an inevitable part of effective contemporary education. The teaching process is smarter and advanced, classes become more engaging, students have more fun, and it motivates both lecturers and students. Moreover, this educational challenge enriches the academic environment. The Oxford Learner's Dictionary (n.d.) explains ICT as 'the study of the use of computers, the internet, video, and other technology as a subject at school (the abbreviation for 'information and communications technology').

According to UNESCO (2009), the usage of ICT in education increases the access to learning opportunities. At the same time, it facilitates the quality enhancement of education via the application of modern teaching methods, which further results in better learning outcomes and improvement management of the education system. Since the societies are changing from industrial into the 'information' societies, ICT plays a pivotal role in meeting the needs of information-driven society. Therefore, as it is believed, ICT will reduce the gap existing between socio-economic reality and outcomes of the educational systems.

Technology integration requires competency in the target language to make use of the digital tools and benefit from the opportunities offered by digital technologies. It is important to follow the learning and teaching methods that require English teachers to lead technology and the opportunities offered by digital technologies in order to effectively sustain their professional development (Mavroudi & Tsagari, 2018). It can be said that the main way of empowering English teachers to benefit from these opportunities is to support their lifelong learning competencies.

However, there exist certain factors that have an impact on the development of English teachers' ICT (and relevant pedagogical) skills that may have a negative effect on it. Among them language teacher's gender (Russel & Bradley, 1997; Todman (2000), age (Teo, 2008; Yaghi, 2001), as well as teaching experience (Egbert, Paulus & Nakamichi, 2002; Russel and Bradley 1997), together with individual attitude towards technologies are often named. On the whole, for an integration of ICT into EFL classrooms a number of factors are to be taken into consideration, which is illustrated via a series of studies and researches. According to the recent study by Mahdi and Al-Dera (2013) conducted at Najran University in Saudi Arabia, a teacher's background information component was based on their age, gender and teaching experience. The total number of the respondents was 47 EFL teachers, from which 26 were under the age of 40 years, 19 teachers were above the age of 40. In total 32 male and 14 female teachers were surveyed. As for the teaching experience of the survey respondents, 28 teachers have been teaching English for less than 10 years, whereas 18 teachers - for more than 10 years. The division of teachers into groups according to their ages and years of teaching aimed at checking whether these two factors and to what extent influenced ICT integration. According to this study, teachers' age had no impact on integration of ICT in language learning. Though, it can have an indirect impact in terms of teaching experience (Mahdi & Al-Dera, 2013). In other words, young teachers have less teaching experience than senior ones. So, the teachers experienced in computer-assisted language learning (CALL) were the ones who had more teaching experience, whereas novice teachers were far less comfortable in using CALL in contrast to more experienced teachers, who had no formal training with computers but had a great deal of classroom experience.

> The findings of this study concluded that there are no significant differences in ICT use regarding teachers' age and teaching experience. There is a significant difference between male and female teachers in the use of ICT in language teaching and learning. The results showed a lack of ICT training for most of the teachers who participated in the study. Therefore, ICT training courses should be provided to improve ICT. (Mahdi & Al-Dera, 2013, p. 62)

The results of the above-mentioned study are in contrast with previous studies conducted by Russel and Bradley (1997) and Todman (2000), which reported a correlation between gender and levels of anxiety, in particular female teachers expressing a greater degree of anxiety compared to male teachers (Russel and Bradley, 1997). According to Todman who conducted research on computer self-efficacy, males on average are faster in developing self-efficacy than females. Therefore, male teachers' scores were higher (Todman, 2000).

Based on the above-mentioned studies we can conclude that gender factor is an essential factor that may affect ICT integration into EFL classrooms. As for the factors of teachers' age and teaching experience, there are no major differences in terms of ICT integration into language learning. Besides, low computer efficiency of the teachers is also a preventing factor, therefore, teachers need to be provided training on effective integration of ICT from the teachers having significant teaching experience.

The goal of the given article was to see whether the above are real barriers or rather widely-spread prejudices among Georgian teachers of English.

Method

The research aimed at studying the English teachers' in Georgia attitudes towards ICTs, correspondingly, it was a descriptive study. The researchers wanted to get an objective picture, this is why the quantitative method was the most relevant.

Tool

The applied tool was a questionnaire developed by the researchers based on the literature review and piloted with three more colleagues of similar qualification to provide its validity. Then it was applied with a focus group of 10 English teachers who finally did not participate in the study, to find out how clear the items of the questionnaire were. After the standardization procedure, the questionnaire in Google forms was uploaded online for two weeks. Therefore, the sampling method was purposive (with English teachers as respondents) convenience (whom we managed to reach).

Sample

Table 1 below suggests the demographic information of the respondents.

Table 1. Demographic data of the participants

gender	m	f			
	7.1%	92.9%			
age	22-30	31-40	41-50	51-60	61 and above
	16.5%	37.1%	33%	5.2%	8.2%
work place	public school	private school	public university	private university	
	30%	13.9%	42%	14.1%	
teaching experience	0-3 years	3-10	11-20	21 and more	
	9.3%	25.8%	35.1%	29.9%	

It is possible to see that various categories of English teachers were represented, which makes the obtained data more trustworthy. The low percentage of male participants corresponds to the existing gender distribution in the Georgian education system.

Results

Content item 1 was "Measure, from 1 to 5 your desire to integrate contemporary technologies into language teaching." None of the respondents chose the items "no desire," 1% - "low desire", 1% indifferent to technologies, while the majority of the answers were positive: 38.8% - "high level of desire" and 59.2% "great desire." These responses reject the idea that among English teachers there are many who have a negative attitude towards technology. As the number of the negative and neutral answers does not enable the researchers to judge about the age, teaching experience and gender of the teachers, we decided to find out whether there was any correlation between the age/experience and the degree of the positivity of their answers. Tables 2, 3 and 4 present the obtained results.

Table 2. Relations between the respondents' age and their desire to apply technologies

Assessment in Likert scale	negative (2)	neutral (3)	positive (4)	highly positive (5)	mean result (out of 5)
Age group	people (% of the given age group)				
22-30	1(6%)	-	8(50%)	7(44%)	4.31
31-40	-	-	21(58%)	15(42%)	4.42
41-50	-	1(3%)	15 (47%)	16(50%)	4.47
51-60	-	-	3(50%	3(50%)	4.50
61 or more	-	-	2(25%)	6%(75%)	4.75

It is possible to see from the table that all age groups demonstrate a positive attitude towards the application of technologies. While the youngest group, surprisingly, demonstrates the lowest level (6% with a negative attitude, 44% with a highly positive attitude, with a mean of 4.31), while the oldest group demonstrates the highest level (none with a negative or neutral attitude and 75% with a highly positive one, with a mean of 4.75). Of course these results cannot be generalized, as the number of the respondents in some age groups (23-30 and above 61 years old) is too small, however, the obtained results were somehow unexpected.

Table 3. Relations between the respondents' teaching experience and their desire to apply technologies

Assessment in Likert scale	negative (2)	neutral (3)	positive (4)	highly positive (5)	mean result (out of 5)
Teaching experience	people (% of the given age group)				
0-3 years	1(11%)	-	4(44%)	4(44%)	4.22
4-10	-	-	12(48%)	13(52%)	4.52
11-20	-	1(3%)	12(35%)	21(62%)	4.59
21 and more years	-	-	12(41%)	17(59%)	4.55

It is possible to see from the table that all groups arranged according to their experience demonstrate a positive attitude towards the application of technologies. While the least experienced group, surprisingly, demonstrates the lowest level (11% with a negative attitude, 44% with a highly positive attitude, with a mean of 4.22), while the group with the 11-20 years of experience demonstrates the highest level (none with a negative attitude, 3% with a neutral one and 62% with a positive one, with a mean of 4.75). If we compare the arrangement of the results according to age groups, there is partial coincidence (lowest attitude is characteristic of both the youngest and the least experienced groups, next comes the further group - aged 31-40 / with 4-10 years of experience). However, it is difficult to speak about a trend, due to some differences in the results of various ages and various teaching experiences as well as due to the small sample size. *The only thing that is definitely clear that for the given sample, neither age nor experience have a negative impact on the teachers' desire to apply technologies in their work in the given sample.*

There may be two explanations: 1) the questionnaire was held in an online regime, so, probably, few people representing the older generation / more experienced teachers took part in it. Unfortunately, convenience sampling is non-probabilistic and does not enable generalization on the whole population. 2) The results of all groups are quite close to each other, so the difference between them may not have statistical sig-

nificance. While the first explanation requires further (larger-scale) testing, the second may be assessed by paired sample T-test (see Table 4). In table 4 T=.95<1, P=.41<.05, therefore the difference does not have statistical significance, and the differences between the groups' results with various age and experience is negligible for the given sample. *No relationship between the age/experience and the motivation to apply technology was found.*

As for the relationship between gender and ICT skills of English teachers, the respondents embraced too few masculine participants (7.1% of the respondents = 7 respondents), which makes it too difficult to make any conclusions. However, the positive responses of the majority of the participants (most of whom were female teachers) speak for themselves.

Table 4. Paired samples T-test to find out the significance of the difference between the age / interest and experience / interest relationships

	Paired differences					T	Df	Sig (2-tailed)
				95% confidence interval of the difference				
	mean	st. dev.	st. error mean	lower	upper			
Var. 1 & var. 2	.045	.09	0.05	-.11	.20	.95	3	.41

Content item 2 was: Skip this question, if you don't apply any contemporary technologies in language teaching. If you do apply them, choose why. As three respondents skipped the item, the answers of the rest were: "I enjoy teaching with contemporary technologies" (49.5%), "I believe that it benefits teaching" (48.4%), and "students want it to be used" (2.1%), so, the majority of the teachers have intrinsic motivation to use technologies, and only a few have extrinsic motivation.

Content item 3 was: How do you assess your level of ICT skills needed for language teaching? Table 5 compares the answers with the age / experience of the teachers.

Table 5. Levels of ICT skills, self-assessed by the respondents, compared to their age and experience

	Percentage of the whole population	Young/inexperienced	Middle-aged/experienced	Aged/very experienced
very low	1%=	1%		-
low	-	-	-	-
satisfactory	24.5%=	6%+	12%+	6.5%
good	44.9%=	10%+	18%+	16.9%
excellent	29.6%	8.6%+	12%+	9%

It is possible to see from the table that only one young and inexperienced respondent (1% of the respondents) assessed his/her technical skills' level as low, others assessed themselves as having satisfactory (24.5%), good (44.9%), or excellent technical skills (29.6%). The biggest group assessed themselves as having good ICT skills needed for language teaching, which is a positive result. Again, we can see that all age/experience groups are represented in all three answers (satisfactory, good, and excellent), and no obvious relation between the three variables is seen.

Content item 4 was: How do you assess your level of pedagogical skills integrating ICT in language teaching? The answers are presented in table 6.

Table 6. Relationships between the teachers' ICT skills and their age / experience

		Young/inexperienced	Middle-aged/experienced	Aged/very experienced
very low	1%=	1%	-	-
low	1%=	-	1%	-
satisfactory	23.7%=	5.7%+	11%+	7%
good	53.6%=	13.5%	24.1%	16%
excellent	20.6%=	1.1%	2.3%	17.2%

More than half - 53.6% (the largest group) - of the respondents view themselves as having good pedagogical skills, and 20.6% as having excellent skills, which on the whole is a good result, however, a perceptible part (6.7% of the whole population) of young / inexperienced respondent teachers possess low or satisfactory level of pedagogical skills needed for efficient integrating, which needs a certain control while providing pre-service and in-service teacher education.

Content item 5: Did you apply technologies in languages teaching before the pandemic? The answers are presented in Figure 1, which reveals that more than half of the teachers were using ICT regularly (19.6%) and quite regularly (36.1%), however, 2% of the answers was "no" and 8.2% of the answers was "seldom," which is not a very good result.

Figure 1. Application of technologies for language teaching (frequency)
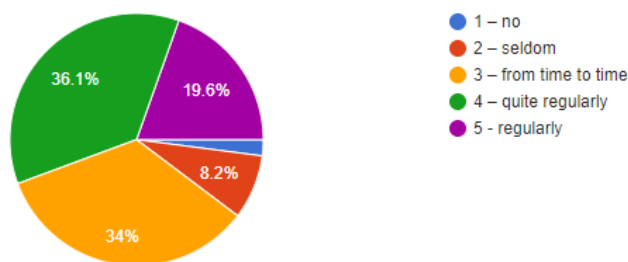
Content item 6: If your answer to the previous question was 3-5, choose which IC technologies you used (you can choose several).

Figure 2. Application of technologies for language teaching (types of)
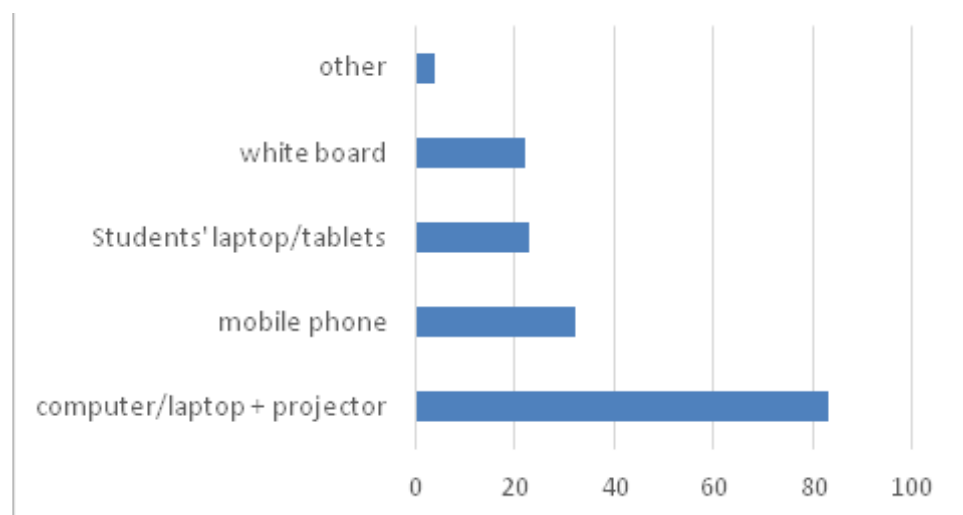
The respondents used various devices, including whiteboards (in private schools and universities), which is a pleasant result, computer/laptop + projector as the most popular answer (83) indicates that *many educational institutions are well equipped*, however, *the emphasis on students' mobile phones, tablets and laptops reveals that some schools and universities did not equip the classrooms properly.*

Content item 7: Have you had any experience of online teaching before the pandemic? 50% of the respondents answered "no," which reveals what a stress they must have gone under in the beginning of the total online education. 28.6% had very little experience, 17.6% some, and only 4.1% had a lot of experience (they happened to be in a great privilege; by the way, they belonged completely to the age/experience middle group.

Content item 8: Has your level of using ICT increased during the pandemic?

Figure 3. The increase of ICT application level as the result of the pandemic

- 1 – it remained (almost) as poor as it was
- 2 – it increased to a certain degree
- 3 – it used to be on acceptable level, and remained such
- 4 – it increased a lot

We can see that all three given answers are somehow positive, which indicates that practice is necessary for improving teachers' ICT skills. Not the duration of the teachers' experience, but its quality, the inclusion of the ICT and relevant pedagogical skills in it constitutes the decisive factor.
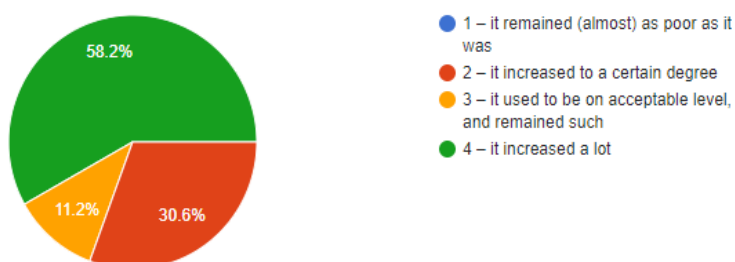
Content item 9: Would you use ICT in language teaching more actively than now if you are offered good practical training on it? The majority of the respondents (75%) answered "definitely yes", while the other 25% answered "probably." After the (unexpected, often against their will) abundant practice of teaching via ICT, more teachers developed a desire to use them, as they had enough time and experience to see their advantages.

Content item 10: Would you use ICT in language teaching more actively than now if your school / university were technically better equipped (free, high-speed internet, good software, computerized classrooms)? The majority of the respondents (82.7%) answered "definitely yes", while 15.3% answered "probably." Only 2% answered no, probably meaning that they already use it very actively. Both practical training in ICT and pedagogical skills and the quality of the educational institution's equipment help and stimulate teachers to use it more actively to the benefit of their students.

Content item 11: Question to the respondents aged 41 and older: Would you use ICT in language teaching more actively than now if you were younger? The fact that more than half (53.4%) of the middle-aged and aged respondents answered "Definitely yes" does not mean (as it was shown above) that age is a negative factor for ICT application, but only that it is more difficult to learn to use it when you are aged, you need more explanation, more practice, it is more stressful for you. However, at least the Georgian English teachers in our sample did not assess their ICT skills lower than their younger counterparts. 34.5% answered "probably" and 12.1% "no", which may have various interpretations, such as they already use it intensively enough.

Content item 12: Make some comments concerning ICT application in language teaching. 31 respondents made additional comments beyond the questionnaire. The content analysis of these comments was conducted with the help of NVivo 10 software for qualitative research.

 As the result, the following factors were determined:

● 	Age (it is difficult to start using ICT when you are aged, however, practice has shown that it is not impossible; besides, it requires more effort and time, it is more stressful. On the other hand, many of our aged colleagues are doing very well); (6)

- Gender (only if ladies have technology fright, which is so seldom nowadays, as contemporary ladies actively use mobile phones and social networks, so it is no longer a problem for them; much depends on the fact whether school / family tells girls they are not good at technologies); (3)

- Equipment and administrative support; (4)

- Training in ICT and pedagogical skills, information about new effective software appearing all the time, holding consequent trainings; (3)

- Experience (what matters is not its duration, but its quality, whether it involved basic theory and practice of ICT application in language teaching); (3)

- Type of motivation (intrinsic vs. extrinsic, however, administration needs to apply extrinsic motivation, as overtime it may turn into intrinsic one) (2)

- Type of technology used (it doesn't have to be expensive, the main thing that it is user-friendly, this is important both for students and teachers) (1)

Some comments included:

- ICT provides better understanding, higher motivation and is very helpful (5)

- Doing and assessing homework online is very efficient (2)

- It provides language acquisition vs. language learning (according to Krashen)(1)

- Combines text, hypertext, sound, picture and video (3)

- Permits individualized learning (2)

- Learning English with ICT is more engaging and authentic than by traditional means (4)

- Being colourful and various provides effective memorization (2)

- Fruitful for both teachers and students (2)

- Develops creative and writing skills (1)

- Games increase motivation and reduce debilitating anxiety (2)

- Lessons of total online teaching / learning should be analyzed and taken into consideration, they should not be totally abandoned, as without practice ICT skills may deteriorate.

Limitations

The obtained data can be useful for stimulating the further research on the topic and providing certain information on the existing trends, however, the sample is not representative (only 98 participants), so it cannot be used for generalization. The fact that participant teachers are from private and public schools and universities, the capital city of Georgia and regions, applies the stratified and the clustered approach makes the results relatively trustworthy. In the future, holding a larger-scale research is desirable.

Discussion

The current study revealed that, for the given sample of 98 EFL teachers in private and public schools and universities in Georgia, the following were the factors, having a positive impact on the application of ICTs by EFL teachers in their classes:

- Motivation: intrinsic and extrinsic (while the intrinsic desire significantly increases technology application, the extrinsic motivation has a weak positive impact);

- Experience of teaching via technologies;

- Positive attitude towards ICT-based EFL teaching;

- Level of ICT skills;

- Level of pedagogical skills related to ICT application for language teaching;

- Equipment and internet availability at the educational institution.

No negative impact of gender, age and years of experience was found. The finding concerning teachers' age and pedagogical experience agrees with Mahdi's and Al-Dera's (2013) finding, however, it differs from their finding concerning gender. We believe that gender-linked issues are also culture-linked, this is why our findings are different from these and some other Iranian findings (Rahimi & Yadollahi, 2011a, b). Rahimi and Yadollahi (2011a, b) link female and aged/experienced teachers' lower motivation to use ICTs as well as lower level of their skills with anxiety. Concerning female teachers this was, possibly, true in 2011, but is doubtfully true nowadays when women are very well familiar with mobile technology even in countries like Iran, with a different female gender status. Not by chance, Rahimi and Yadollahi (2011a) also emphasize such factors as teachers' academic credentials, computer ownership, computer literacy, and use.

Most studies (Cote & Milliner, 2018; Li & Walsh, 2013; Sabiri, 2020, Teng, 2017) that stated the impact of age / experience on the EFL teachers' ICT skills and motivation to use technology in class were published before the COVID-19 pandemic and the shift to the online education during it, which has had a huge impact on the change of attitude to the quality of ICT skills of teachers. All studies, on the other hand, underline the need for continuous training in ICT and accompanying pedagogical skills.

Conclusions

No relations between teachers' age, teaching experience and gender, on the one hand, and ICT skills and the desire to apply ICTs in English classes was found in the sample of 98 Georgian teachers of English working at private and public schools and universities. On the other hand, the role of intrinsic motivation, experience of using ICTs, positive attitude towards them, level of ICT and related pedagogical skills, as well as the quality of equipment and internet were underlined. Well-organized, attractive continuous training sessions can contribute to removing or at least minimizing the existing negative factors.

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Geography of Education, science, and Culture of Georgia

Nika Chitadze (Professor of the International Black Sea University)

(Director of the Center for International Studies)

Abstract

The geography of education is a constituent part of social geography. It gives us an idea of the education level of the population and the territorial distribution of educational institutions.

According to the indicator of the education level of the population, Georgia took one of the first places in the world. Illiteracy among adults was practically eliminated. In recent years, great changes have taken place in the field of education. On the one hand, private higher education institutions, colleges, lyceums, and gymnasiums were opened. On the other hand, due to various social or economic problems, some children do not go to school at all.

As for higher education, the first Georgian higher education institution was Tbilisi State University, which was opened in 1918. Currently, there are more than 50 state and private higher education institutions in Georgia that have been accredited by the Ministry of Education and Science.

The main goal of the research is to discuss and analyze the geographical distribution of secondary and higher education, as well as the scientific and cultural institutions of Georgia.

Keywords: school, university, college, lyceum, Institute, library.

Introduction

"Knowledge is power" — we would probably all agree with this famous saying of Francis Bacon, especially the people of the new age (Chitadze, 2017). Nowadays, the main goal of almost every nation, people, is to take care of universal access to knowledge and education. Every state realizes that providing quality education to young people is a prerequisite for the country's progress and development, prosperity. We are not the last among them either.

It is known to everyone that the first ten years of independence were difficult for the country in every way, and, understandably, it would be quite difficult to take proper care of the education of the youth in the background of hunger, cold, and darkness. Frozen or smoke-filled classrooms and auditoriums, outdated textbooks and other school supplies scared students walking in the corridors of the university, delayed or even unpaid salaries... This is just a small list of the images that the older generation of teachers and professors remember from those difficult years to describe.

For better or worse, that unfortunate time passed and the period of reforms in the field of education came: over time, school and university textbooks were created and improved, the national curriculum was drawn up, and the results to be achieved at the end of each new year for each subject were written in detail, numerous trainings were held to improve the professional qualifications of teachers.

Reforms and changes in themselves are welcome, it can be said for sure that our education system is gradually improving and developing, but there are still many concerns. Unfortunately for us, often, for a long time, we ignore the shortcomings and problems that are of essential importance for the improvement of the field of education. CAT (Computerized adaptive testing) exams will also be useful to clarify what has been said. These exams, which test the level of comprehension of factual material rather than critical thinking, have been around for eight years. In these years, the level of academic performance or general education of students has not improved at all. CAT exams have only served to further strengthen the institution of tutoring (which is also one of the insurmountable problems and major challenges in our modern public school life).

I think that identifying the problems in the field of education promptly, thinking about and discussing their solutions, and quickly finding a solution is vital for the better future of our country.

Despite the existence of the above-mentioned problems, it is worth noting the fact that in the first decade of the 21st century in Georgia, out of every 1000 people over 15 years old, 817 had secondary or higher education, and 224 of them had higher education (Davitashvili, Elizbarashvili, Beruchashvili, 2014).

School Education

2,302 schools operate in Georgia, 2,086 of them are public, and 216 are private, where more than 633,000 students study (Civil. ge, 2023). In recent decades, both the number of schools and the number of students have decreased. This process started 40-50 years ago. The decrease in the number of schools is caused, on the one hand, by the emptying of many small villages in the mountainous area and, accordingly, the cancellation of schools, on the other hand, by the reduction of primary schools. Some of them joined the Marali Sapukherian school. The reason for the sharp reduction of people in recent years is the conflicts in the Tskhinvali regions of Abkhazia. Georgian schools in the mentioned regions stopped functioning.

Secondary education in Georgia is implemented in six languages. In addition to Georgian schools, the number of which exceeds ¾ of the total number of schools, there are Russian, Armenian, and Azerbaijani schools in the country.

High Education

Higher education in Georgia has a long history. Even in ancient times, there was Fazis (Foti) Academy in Sakartelo, and in the Middle Ages, Gelati and Ikalto Academies were famous around the world. After the invasion of the Mongols, the centers of higher education disappeared in Georgia. The situation worsened even more when Georgia was conquered by the Russian Empire at the beginning of the 19th century. If we do not count the women's higher courses established at the beginning of the 20th century and the conservatory established in 1917, in which teaching was conducted in Russian (Encyclopedia, 2011).

The first Georgian higher education institution was Tbilisi State University, which was founded in January 1918. It is the first university in the Caucasus. Subsequently, almost all higher educational institutions in Georgia were established on its basis (Encyclopedia, 2011).

Currently, there are more than 50 state and private higher education institutions in Georgia, or equivalent ones, which have passed accreditation by the Ministry of Education and Science. Most of the state universities are gathered in Tbilisi. In particular, Tbilisi is home to Ivane Javakhishvili University, Technical University of Georgia, Agricultural University, Medical University, Medical Academy, Ilia State University, Art Academy, University of Theater and Kono, Conservatory, as well as religious and military academies, etc. (National Statistics Office of Georgia, 2023). There are about four dozen accredited higher education institutions in Tbilisi. Then comes Kutaisi (4), Batumi, Gori, Zugdidi (2), Telavi, Rustavi, Akhaltsikhe, Sighnaghi and Akhalkalaki (one each). In terms of the number of students and the level of higher education per 1000 people, Georgia is still one of the first in the world (National Statistics Office of Georgia, 2023).

Geography of scientific institutions

By 1990, there were 155 scientific institutions in Sakartvelo, including more than 40 scientific-research institutes of the Georgian Academy of Sciences. The total number of scientific workers reached 29,350 (Davitashvili, Elizbarashvili, 2014). In recent years, the number of both scientific institutions and scientific workers has decreased significantly. In addition, in recent years, several scientific and research institutions have been merged, while some have been canceled altogether. Due to this, a considerable part of the scientific workers was forced to leave the scientific institution and take up other work.

Science has the largest geographical concentration compared to other fields. The scientific potential of Georgia is almost entirely concentrated in Tbilisi. Suffice it to say that more than 90% of scientific institutions are located in Tbilisi. Such unequal distribution of scientific institutions is a negative phenomenon and prevents the normal development of regions (Davitashvili, Elizbarashvili, 2014).

Geography of cultural institutions

Cultural institutions include libraries, clubs, cinemas, theaters, and museums. The number of these institutions and their geographical distribution determine the cultural services of the population and give us an idea of the cultural level of the country.

The number of cultural institutions Georgia was one of the first places among the Soviet republics, and in terms of employment in the field of culture, it was ahead of all the republics of the Soviet Union. There were more than 4,000 libraries in Georgia, whose book collections exceeded 45 million. The total number of clubs was 2875 (Davitashvili, Elizbarashvili, 2014). More than half of Georgian villages had their club and library. Due to the developments in recent years, half of the clubs and libraries were canceled, and the majority of the remaining ones no longer function as a factor.

Theater art is very popular in Georgia. By the beginning of the second decade of the 21st century, more than 40 state theaters were operating in the country, including up to 20 in Tbilisi (Davitashvili, Lizbarashvili, 2014). In terms of the number of theaters compared to the population, Tbilisi ranks first among the capital cities of the world. There are five theaters in Imereti, two each in Adjara, Abkhazia, and Tskhivli (the theaters of Sukhumi and Tskhinvali are currently evacuated to Tbilisi), as well as two theaters each in Kvemo Artli, Kakheti, Samegrelo-Zemo Svaneti, and Samtsakhre-Javakheti. One each in Guria and Shida Kartli. In Mtskheta-Mtianeti and Racha-Lechkhumi-Kvemo Svaneti there is no state TETR. More than 100 museums (including the House Museum) operate in Sakartelo. Among them, up to 20 in Tbilisi, 21 in Imereti, and 22 in Kakheti (Davitashvili, Elizbarashvili, 2014, 2014). There are relatively few museums in other regions.

Georgian press

One of the important indicators of the level of education and culture of the country is the fact of how intensively the population uses mass media - press, radio, and television. The number of magazines and newspapers and their circulation is of particular importance.

In 1990, 184 newspapers with a circulation of 6 million and 35 magazines with a circulation of 1.2 million were published in Georgia (The Center of Contemporary History, 2023). With this indicator, Georgia was one of the most advanced in the world.

Significant changes have taken place in recent years. The establishment of the free press gave birth to numerous magazines and newspapers, but most of them could not withstand the competition and financial difficulties and were closed. The majority of regional newspapers are no longer published, and due to material conditions, very few can subscribe to the press. Due to this, the circulation of magazines and newspapers decreased significantly.

Conclusion

Many problems are relevant in our time, but one of the most outstanding and serious subjects of judgment is the problem of education and issues related to it. Education is a process that is consciously aimed at the development of the physical, intellectual, and moral skills of a person. Education also means the result - in the form of knowledge. The main way to get an education is to study in educational institutions that are closely related to education. The general and special level of education is determined by the requirements of public relations, science, technology, and cultural production.

Since ancient times, famous thinkers, scientists, and philosophers have believed that thought and mind is the basis of everything. According to Hegel, everything that exists is the realization of infinite thought or divinity, through which divinity comes to know itself, and the ultimate goal of the processes taking place in the world is the knowledge of divinity.

Today, in the 21st century, the importance of education is paramount for society. The skills of any society or its members are evaluated by this. Most importantly, education should be accessible to everyone, regardless of their social status. Today, it is the knowledge that is the main lever for creating public capital. Education and knowledge are power, which is the best way to establish yourself and self-realization. It is primarily to be demanding and competitive.

Modern society is unthinkable without education. Today, when information technologies and many digital tools are developing more and more, Bacon's words: "Knowledge is power" are becoming more relevant. Without learning and knowledge, it is impossible to understand and navigate the way in the computer age. However, a lot of effort is spent by any individual in acquiring knowledge. In today's society, knowledge is truly the greatest wealth.

However, in the background of all this, Georgia cannot boast of the level of education in the society and any serious scientific achievements. This is a really serious problem, the failure of which will hinder and threaten the development of the entire society. This in itself affects the social, economic, and political situation of the state.

The current punishment for the mentioned problem is in different segments of society. In recent years, reforms were carried out, which were supposed to fundamentally change the outdated educational system in Georgia and introduce European standards. It is a fact that all this did not have any significant results, and Georgia still occupies the last position in the ranking of world countries in terms of the level of education.

We face Georgian educational problems at all levels of education.

Let's take the preschool education that takes place in kindergarten. This is the place where the child prepares for school education, learns to interact with his peers, gets an idea about interesting things for him, and develops imagination and memory. Problems related to this level of education are a puzzle for parents. They could not decide whether to send their child to a private or public kindergarten. The reason for this is obvious, it is insufficient quality and reliability of teaching.

In addition, parents face the following problems. These include overcrowding of gardens, size of groups, unfavorable charges in private gardens, poor infrastructure, and hygiene and nutrition issues. In addition, educators perform a very responsible mission for a meager salary.

First of all, it is necessary to reduce the number of educators and increase the number of groups. The state has the most important role to solve the listed problems. In particular, more financial resources should be allocated to organize the infrastructure in kindergartens, retrain educators, and increase labor remuneration.

As for the situation in the space of school education, the school is an environment for learning and teaching. It has always been and always will be. For many people, school is no longer a place where the next generation only prepares for adult life. School education plays an important role in the development of an individual. A child is formed in school. Personal relationships are the key here, but the development of technology is followed by technical alienation, which slows down the child's interest in learning.

No matter how sad it is, today in Georgia the mentioned functions have been lost in the school institutions. For some reason, the trend that the school has become a springboard for confrontation between students and teachers has taken hold. The reason for this may be that most of the teachers, who have been engaged in teaching since the last century, cannot adapt to the new teaching methods that are imposed on them by the national curriculum, and the students often in this case, "abuse" the rights granted to them. The state tried to overcome this problem by introducing the service of a mandator in schools, which did not have serious results.

One of the first and most important steps to solve the problem is that the teacher's profession should become privileged, its remuneration should be increased, and the existing system of training and qualification raising should be changed. To increase the role of pedagogical practice, to change the methodology of their implementation, following modern requirements.

Quality higher education is the most important factor in building a modern, competitive, and fair state. The future development of Georgia is largely dependent on the quality of education. There are several problems related to higher education institutions. Although many reforms are being carried out in the field of education, many things are mere formalities. Studying in higher education institutions has become a fashion. The number of students enrolled in various universities is increasing every year. In many cases, the goal for young people is not to get a high-quality education but to obtain the status of a university graduate.

It is necessary to determine the essence of teaching in the school itself and to instill interest and love in children.

It is also important to increase the minimum level of competence in the unified national exams, for university institutions to reduce the number of admitted students, which creates high competition, and therefore the motivation of applicants to acquire knowledge will increase.

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Raising Civic Consciousness During English Language Teaching Through Verbatim/Theatre Method

Gulnara Janova (Samtskhe-Javakheti State University, Georgia)

Maka Murvanidze (Samtskhe-Javakheti State University, Georgia)

Abstract

Globalization caused technological, socio-economic, political, and cultural changes. Accordingly, it caused changes in education. The article deals with the importance of civic consciousness as one of the main challenges of the 21st century. This is the ability "to feel yourself in someone else's shoes". The aim of the article is to show the role of the Verbatim/Theatre method as a teaching tool, which helps students in learning and academic achievements, gaining social and soft skills such as communication and empathy. The article shows the whole procedure of teaching the Verbatim/Theatre method as an extra curriculum activity.

The use of the mentioned method in teaching the English language is quite productive. Students translate the narration of the interviewees. In this way, students develop language competencies such as fluency and accuracy. This teaching method activity increases students' motivation and develops their ability to interact. Discussion, comparison, and analysis make students be aware of life-teaching lessons which will help them at work after graduation from the university. At the same time, students are in the role of a real person, which often leads to a change in their attitude towards different social strata. When listening to other people's stories, students change their opinion on many issues, which contributes to raising civic awareness.

Keywords: *Verbatim, Theater, civic awareness, empathy, reflection, skills.*

1.   Introduction

The global world requires new citizens with new skills. The Verbatim/Theatre method as a teaching tool helps students in learning and academic achievements, gaining social and soft skills such as communication and empathy. Through individual stories, we may show wider problems of our society. Thanks to the Verbatim Method the viewer/student may identify himself/herself with the problems of others. When listening to other people's stories, students often change their opinion on many issues, which contributes to raising civic awareness.

The Verbatim (Theater) method comes from the English word "Verbatim", which means "literally" or "from word to word". This method was popular in the theater community of Great Britain, Germany, and the Soviet Republic in the 1950s. Today actors/actresses actively involved in public life use this popular method, which clearly has the opportunity to convey important civic and social issues. In this type of performance, they attach importance to the so-called every day ''banal" stories, which seem to be common, but they are the existing stories that create a new attitude toward society (Belfield, 2018).

 Bringing the stories of ordinary people to life provides an opportunity to transform the student's mind for the better. A student is given a chance to simultaneously receive education, develop language skills, translate, analyze, observe, interview, and also become a better person as well as raise civic awareness.

2. Literature review

2.1. In his book "*Telling Truth: How to Make Verbatim Theatre"* Robin Belfield notes that "Verbatim theatre is fashioned from words actually spoken by real people in real situations, and reproduced by actors in performance. An increasingly influential form of theatre, it has a unique ability to present stories from unfamiliar sources and bring unheard voices to the stage". He highlights that verbatim theatre is perhaps the most objective way of dramatizing real life; its authenticity helps audiences understand the world we live in, whether through testimony, eyewitness accounts, or autobiography. Robin Belfield explains that this method enables a person "to choose own subject, to prepare and conduct own interviews, to refine own research into a single narrative strand, to edit material sensitively and ethically, to perform physically" (Belfield, 2018).

2.2. As Rhonda and Stan Sofers mention in their handbook ''*CURE's Special Mobility Strand Faculty Training Program to Promote Civic Education through Innovative Pedagogy*", for Julia Kluzowicz the Verbatim method is focused not only on the text but what is even more important – on prototypes' gestures, manners of behaviour, and everything that describes them. The ways of expression, specific words they use – basically everything can describe prototypes as unique human beings. Actors who are going to play them try to imitate prototypes as much as possible". According to Julia Kluzowicz's notes which are taken from above-mentioned handbook ''Verbatim/Theatre method is widely spread in Poland nowadays. This method could be integrated into the university service-learning experience. It could be transformed into a new teaching tool. It is mentioned that this method could be useful in promoting civic education at the university level because it has the potential to enable the person to: identify with life and problems of others; understand problems of our society and an individual's narrative; understand different points of view that are important to understand in a heterogeneous society; and emphasize with different groups within the society and community (Sofer, Rh. and Sofer, S.2020).

2.3. The aim of civic education should be not only to teach citizens about responsibility or tolerance or critical thinking but also to create the image of the public sphere as something that exists and can be utilized. In certain situations, it is necessary to contrast such a sphere on a

micro-scale with the participation of students. As Charles Taylor writes "building a new public sphere has to be something more than just the application of a theory, because people have to come to be able to act in concert with others, which means they have to develop common background understandings and cultivate a common imaginary around recognized symbols and rhetoric. Even where the theory is widely known, and realizing it seems to be aspired to, people can fail to enact it, because the modes of common action it requires are still too foreign to them to bring of " (Taylor, 1992).

2.4.In her book –"*Fundamentals of Teaching Foreign Languages"* Ekaterine Shaverdashvili with co-authors agree with Bakuradze's opinion on the Theatre method in teaching languages mentioning that the learning of new material occurs without any effort, and thus language learners absorb more material in this way than, for example, when processing any text provided by a teacher in the classroom. However, the authors note that it will not be possible to fully master the language only with its help (Shaverdashvili, E., Pitskhelauri, N., Ramishvili, P. and Gvasalia, M. 2014).

3. Methodology

During the study period, it was revealed that the undergraduates didn't know much about soft skills, which is the guarantee for their successful careers in the 21ˢᵗ century. Samtskhe-Javakheti State University academic staff was actively involved in "CURE's Special Mobility Strand Faculty Training Program to Promote Civic Education through Innovative Pedagogy ERASMUS+ Key Action 2 Capacity Building Program for Higher Education Curriculum Reform for Promoting Civic Education and Democratic Principles in Israel and in Georgia". This project gave us a chance to innovate and integrate new methods in our university, mainly on the faculty of English Philology. As Rhonda Sofer and her co-author indicate in their handbook "We decided to focus on these activities not only because of the success of the program, but as a model that can be used for training and enriching the competencies and knowledge of our academic faculty at our institutions to integrate topics and values relating to civic education and democracy. The model for faculty training however can be applied to any discipline (Sofer, et al, 2020).

Many methods are used in the process of teaching English. One of them is Role Play, which students are used to from school. It can be said that the Verbatim/Theatre method is similar to the role-play method, but it has radically different stages to go through.

We should adjust the list of topics according to the individual within his/her community and it is most important issues/problems. Using the verbatim method one should: Develop the character not only by what they say but also by their specific behavior, gestures, expression, and specific words they use; Guide the interview through the use of some key questions that may help your prototype to tell the story; pay particular attention when a private story of the prototype clashes with "dominant version of history" or social situation; Listen to the story and try to understand the perception and perspective of the person telling his or her story (Sofer, et al, 2020).

3.1. Methods

We used quantitative and qualitative research methods and open and closed online questionnaires. The survey has clearly shown the need for Soft Skills like Empathy in this concrete case and basic knowledge in civic education. The article below shows the whole procedure of teaching the Verbatim/Theatre method as an extra curriculum activity integrated into the teaching of different topics in General English.

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 and can understand and appreciate the feelings and thoughts of others. 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 (Janova and Murvanidze, 2022).

Above mentioned article gave us the inspiration to combine already learned empathy skills with the Verbatim/Theatre method. It took us several weeks but the results showed us that it was worth working on it.

3.3 Participants

The target group was the English Philology students -Freshmen, Sophomores, Juniors, and Seniors (110 Students). At first, they were introduced to the Verbatim/Theatre Method and then they were given all instructions. Then students shared their feelings and emotions according to the job that they had already done. The final stage was the online questionnaire, which is analyzed in detail below.

3.4. Procedure

The aim of civic education should be not only to teach citizens about responsibility or tolerance or critical thinking, but also to create the image of the public sphere as something that exists and can be utilized. In certain situations, it is necessary to construct such a sphere in micro scale with the participation of students. As Charles Taylor writes, building a new public sphere has to be something more than just the application of a theory, because people have to come to be able to act in concert with others, which means they have to develop common background understandings and cultivate a common imaginary around recognized symbols and rhetoric. Even where the theory is widely known, and realizing it seems to be aspired to, peoples can fail to enact it, because the modes of common action it requires are still too foreign to

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them to bring off. This method can be integrated within the course as an extra curriculum activity. As we mentioned above, we combined it with some topics which students had already learnt in General English, such as life stages, memories, life changes, lifestyle, past and future, etc. Below is given a sample procedure of how we worked on this tool and the assignments students did during working on it. However, it can be done in many ways. Teaching through the Verbatim/Theatre method contains several steps.

Step 1. Students have been presented with the concept of the Verbatim/Theatre method and their inseparable role in it. What impact could this method give them at work after graduating from the university?

Step 2. The teacher explains the procedure step by step and students are given the tasks to do. They choose the topic and the person from whom they are going to take the interview**.** They prepare questions for the interview, conduct the interview, translate taken material from interviewees, role-modeling at home, and perform in front of the students. In the end, they present it and submit a general reflection of the work they have done.

Step 3. Students gather in small groups to share and discuss their reflections. They compare and analyze already-heard histories. Students receive the teacher's formative feedback. The project took 4 weeks.

Week 1

Students are given the topics which they had already covered in class and according to their wishes, they choose only one. They have to think about the person who could be their interviewee and prepare questions for him/her. Interviewees could be any person, questions are not limited. Naturally, questions must be asked in the native language. In our case, we took the topic "Memories from the past".

Week 2

Students go to their interviewees (probably homes/workplaces) and interview them. The interview must be taken in the native language. Students should lead the interview and use some questions that may help their prototype to tell the story. Interviewees should know in advance

that, their stories should be heard by a lot of students and they have to agree on that beforehand (interviewees may stay anonymous, only gender and age may be mentioned on performance day). Students may have written and video-recording interviews as well (if an interviewee agrees). It will help students later to act their roles better. Students may perform the role and use interviewees' clothes and accessories as well. This is a matter of negotiation.

Week 3

Students translate interviews from their native language into English and practise acting out their roles at home to be presented in class later. Students build characteristics of the character by his specific behavior, gestures, expression, and specific words he/she uses. Humorous elements are welcome. It makes the story more colorful. Demonstrating the prototype's gestures and tone of voice could be emotional as well.

Week 4

Week 4 is the final stage. Students individually perform the story of a person who was their interviewee in the English language. Afterward, students gather in small groups to share and discuss their reflections. They compare and analyze already-heard histories. Students receive the teacher's formative feedback.

3.5 . Data analysis and main results

The answers to the question, *if they had any information about the Verbatim/Theatre method at school,* are the same. All students answered that they had not heard anything about this method before. However, in the answers to the question - *If you were to compare this method to any teaching method, which one would it be and what could you tell about the differences or similarities between them,* the total majority (92%) answered that Verbatim/Theatre method is similar to Role-Play method which they used to have at school mainly at English and Georgian lessons. Students noted that both methods give them the possibility to imagine themselves instead of another person's place. The Verbatim/Theatre method needs more energy and preparation beforehand for the interview and then for the presentation, while in Role –Play you have already prepared the text. 76 students out of 110, think that Role-Play should mainly be used at school and the Verbatim/Theatre method should be used at the higher level as it gives students a chance to raise civic awareness. 34 students (out of 110) mention that this method develops listening and memorizing skills. One of the students writes-"I would probably compare it more to the Role-Play method because, on the one hand, we have to play the role of someone, but on the other hand, there is a great difference between them. It involves the speaker's emotions, gestures, and features. It makes the process more interesting."

The answers to the question: *What advantage did you see in this method in the process of language learning and which skills did you develop?* deserved our attention. Most responses were based on the skills like translation, speaking, and writing, preparing, and presenting presentations.

The answers to the question- *Have the given skills developed soft skills or not,* were quite interesting. Many of them (56 %) answered that they imagined themselves in someone else's place. So, skill number 1 was emotional intelligence (Empathy). Students (31%) also wrote about communication (Interpersonal communication) and only (13%) noted the development of active listening skills. "I could not imagine that listening to others was so important in the process of communication. It means to be a good and attentive listener, ask questions carefully, feel emotions, and respond properly" writes one of the students.

The essence of one of the questions was how much civic awareness was raised after listening to the stories. The majority of students positively evaluated the mentioned method in terms of raising civic awareness. Students note that they have realized human values, that people are individuals, and different, but this does not allow them to ignore social responsibilities. The stories heard from the past made the students think about their roles in society. Most of them mentioned that they did not value other people's work and professions until now. One of the students says, "I knew from my childhood that my father fought in the war, but until now I did not feel the responsibility that I have towards the Homeland, society, and people. The interview with my father in the role of a journalist opened my eyes. This method let me ask many questions that I did not dare ask before and learn even more that I had not paid attention to before. Only after that, I realized I am a member of the society and I am obliged to contribute even a little to the welfare of the society".

The answer to the question of how interesting it would be to apply the Verbatim/Theatre method to other specialties and whether this method would improve students' civic awareness is presented below (see Figure 1).

Figure 1. Students' opinion on the use of Verbatim/Theatre method in other specialties
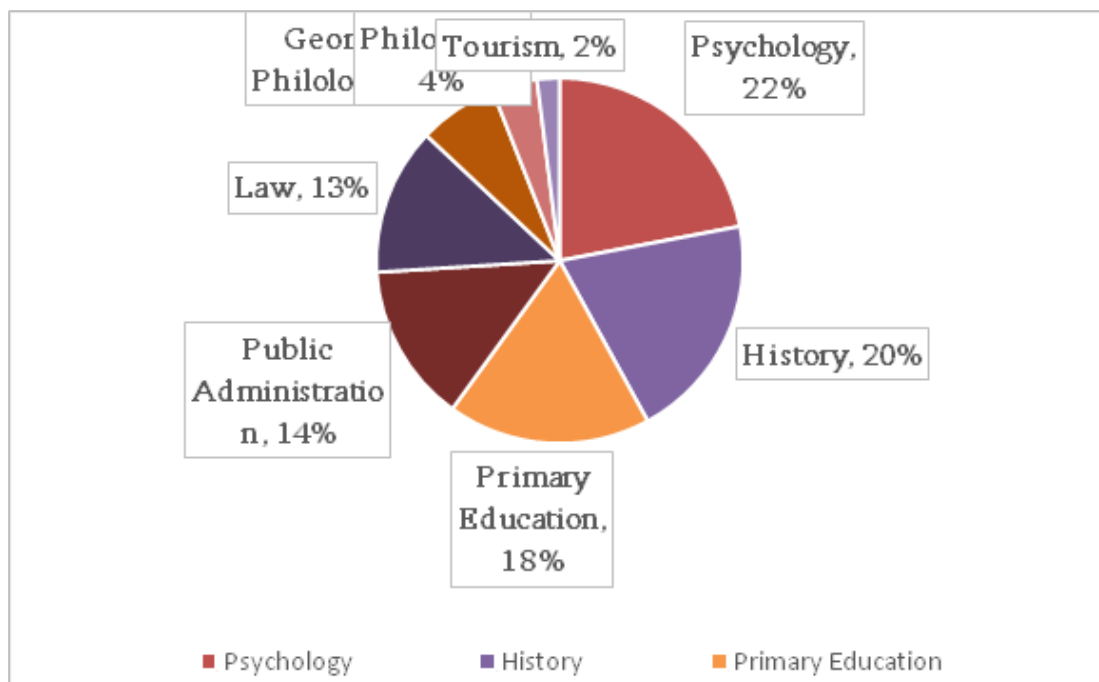
Conclusion and recommendation

The survey showed that the method we have used in teaching worked well. Students were pleased. It was mentioned in their answers and during the presentations as well. The participants improved their language skills and developed speaking and writing skills while using the above-mentioned method, The mentioned method helps increase motivation, have fun, and develop the ability to interact and communicate. At the same time, students are in the role of real people, which often leads to a change in their attitude towards different social strata. Students have to identify with the lives and problems of others, understand the problems of our society through an individual narrative, understand different opinions that are important while living in a global world, and develop one of the most important feelings - empathy. Civic awareness gives the student the opportunity to take a decent place in society after graduating from the university.

We recommend using the Verbatim/Theatre method during teaching the English language and integrating it into different topics according to syllabi, which prepares students to solve challenges they may come across in the future. From the survey, it is clear that they are interested in the above-mentioned method. It became valuable for them, and it gives us a reason to advise representatives of other specialties to use the above-mentioned method and integrate it with the educational topic. All of the above leads to a change in students' attitudes towards society, which in turn raises civic awareness and gives the student the opportunity to take a decent place in society after graduating from the university.

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The Influence of emotional intelligence on students' academic achievements

Mariam Kruashvili (International Black Sea University, Georgia)

Abstract

Nowadays schools and educational institutions have to operate in complex environments where students' individual peculiarities ought to be taken into account. Implementing quality education implies facing challenges, keeping up with modern standards as well as promoting and encouraging individualism in students. Many scholars agree that the goal of school education should not boil down to teaching only subject matter but also to develop various skills and competences necessary for successful functioning in modern society. Traditionally, schools have always been concentrated on developing cognitive skills and less attention was paid to students' social-emotional development which is still the key issue today. In addition, bullying, aggressive behavior, emotional disbalance still remains to be a problem. Thus, my research aims at identifying an important role emotional intelligence has on students' academic achievements and generally on students' prosocial behavior. The study explores globally available literature and investigates the problem through quantitative research: questionnaire with teachers and standardized EQ test with students was used as an instrument to compare students' emotional intelligence to their academic achievements. Taking the results of quantitative research into consideration, it must be noted that direct connections between some aspects of emotional intelligence and students' academic success have been found which has been further supported by teachers' questionnaire. Findings, once again, revealed that teaching and learning can only be successful if teachers and school leaders manage to create emotionally supporting environment where students' individual peculiarities will be taken into account.

Keywords: Emotional intelligence, social emotional studies, empathy, academic achievements.

Introduction

Today modern education sets various challenges for both students and teachers. If it is agreed that teaching is no longer subject of memorization, then one thing has to be made clear: in order to keep up with the modern pace, education has to take students' individuality into account, which will be practically impossible if teachers are not aware of emotional condition and social emotional abilities of their students. Traditional education that is mainly focused on enhancing cognitive skills, is no longer enough for successful performance as it fails to meet modern standards and requirements of labor market and society (Buranska & Buransky, 2014). It is not a long time since some attention has been paid to the idea of emotional intelligence and the importance of emotional regulation not just only in educational setting but in all spheres of human activity. Emotional intelligence refers to the ability to manage, regulate and understand yours as well as one's own emotions and being able to express these emotions in socially expected ways (Serrat, 2017). Taking it simple way, if one is unable to understand, regulate and express their emotions in socially accepted ways, form healthy relationships with their colleagues based on empathetic understanding, it will be impossible to succeed in their goals and career. If we look at these from educational perspective, the issue gets even more complicated. Very often teachers label their students as "good" or "bad" according to the academic success which, in many cases, is not an objective evaluation. Many internal or external factors affect their academic achievements that need to be taken into account. For example, a pupil whose emotional condition is not quite well or she/he undergoes some stress, loss or even becomes the victim of bullying will not get the same grade as she/he would do in a normal condition. higher level of stress caused by various factors, emotional instability, unhealthy relationships with groupmates or lack of support and empathetical understanding from the part of teachers, as well as many other factors can dramatically influence students' academic performance. Thus, if students are not understood or encouraged, if they don't have emotionally supported environment and additionally, they face some family, social or emotional problems, their academic performance is likely to decrease. Consequently, the role of emotional intelligence is significant in such processes.

Literature review

In today's reality, where a lot of pressure comes to organizations and educational institutions, the concept of emotional intelligence is becoming more and more important as it unifies some of the important skills that are necessary for successful functioning.

When it comes to emotional intelligence, there is no one accepted definition of what emotional intelligence is, however, different authors come up with various definitions with some shared characteristics. According to Mattews, Zeidner, & Roberts (2017) emotional intelligence is about regulating, managing, understanding your as well as others' emotions. It is the ability to be aware of your emotional state and being able to express them in socially accepted ways. Tripathy (2018) follows the same idea that emotionally- intelligent person ought to be able to manage and direct their emotions instead of being directed by them. Emotional intelligence is an integral part of leaders that has great impact on their performance as well. Emotions are involved everywhere for that reason, emotional intelligence has great impact on person's performance, motivation, thinking and general perception of reality. It is an ability to understand your own emotions as well as gain knowledge from them (Goleman, 1995). Thus, emotional intelligence and the ability to regulate and understand one's own emotions also help in making effective decisions based on objective perception of reality. Many authors and researchers emphasize the fact that EQ has to play great role in forming organizational culture within various organizations. Similarly, Nazari & Emami, (2012) once again strengthen the idea that the principles of emotional intelligence provide great help in forming emotionally supported environment that has great impact on people's beliefs, values, behaviors and attitudes especially if schools are taken into account.

The appearance of emotional intelligence is associated to the work of Thorndike, where the term 'social intelligence was used' to emphasize the ability to manage social relationships effectively. After that Gardner (1983) with his theory of multiple intelligence, made great steps in the process of understanding emotional intelligence.

The study of emotional intelligence is also associated to Darwin (1872) work where he emphasizes the importance of emotional expressions for the survival process. In fact, he was among those people who recognized the importance of emotions. As for the concept of emotional intelligence, it was introduced by Psychologists John Mayer and Peter Salovey. They write, "We define emotional intelligence as the subset of social intelligence that involves the ability to monitor ones' own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and action" (Salovey & mayer, 1990, p. 189). As it can be seen, emotional intelligence is the combination of various skills and abilities that are of crucial importance especially today's challenging environment.

Goleman (1995) an American psychologist singles out five major elements of emotional intelligence: 'self-awareness', 'self-regulation', 'motivation', 'empathy' and 'social skills'. In the past, these aspects were neglected in favor of cognitive skills. Self-awareness is the ability to understand and analyze one's own feelings and emotions. "Self-awareness represents the capacity of becoming the object of one's own attention" (Morin, 2011, p. 807). Self-regulation is another important aspect of emotional intelligence as it refers to the capacity to control one's own emotions and being able to express them in socially accepted ways. Self-regulation plays major role in today's competing society. it is 'social process' and it expands along with the individual through his/her development as a social being (Liman & Tepeli, 2019).

Emotional intelligence plays an important role for school learners and help students and educators improve their academic success. Students' academic success can be influenced by many internal or external factors such as school environment, students' social skills, students' emotional development, ability to manage stress and etc. Besides, students are required to keep up with new demands and challenges in education (AL-Qadri & Zhao, 2021). The importance of emotional intelligence in education and academic success is further emphasized by (Sánchez-Álvarez, Martos, & Extremera, 2020) suggesting that besides some cognitive abilities that determine students' academic success, there are non-cognitive skills that also have great significance in this regard.

Emotional intelligence and the social emotional learning have great role to play in teaching and learning processes helping students enhance their school performance. By bringing empathetical elements, social emotional learning facilitates students learning and understanding of subject matter. Besides, it enhances students' engagement that will have positive effect on students' academic performance as well (Muhammad & Ismail, 2021). As previously- mentioned studies show, a lot of research has been done to highlight beneficial links between emotional intelligence and the importance of fostering it in classrooms to further enhance students' academic success. emotional competences are closely associated with students' successful academic performance as well as the quality of their relationships with teachers and their classmates. Thus, emotional intelligence and SEL play an important role in strengthening students' interpersonal and other social skills as well as helping them demonstrate prosocial behavior and enhance their academic performance (Meher, Baral, & Bankira, 2021).

1.Methodology/ method

My research is based on quantitative methodology as it allows to gather observable and reliable data. Therefore, questionnaire was developed to reflect respondents' views and draw more generalized data. To reach more teachers, it was delivered through google drive and social media. Apart from that, emotional measurement test was used to observe students' emotional state and compare to their academic achievements

Participants of questionnaire

52 Teachers participated in my research. 17.3- from private school, 63,5- public school, 19,2- other educational institutions.

Results and analysis

Figure 1 Teachers' working experience

- 1-2 years
- 3-5 years
- 5-10 years
- 10-20 years
- 20+ years
- 12
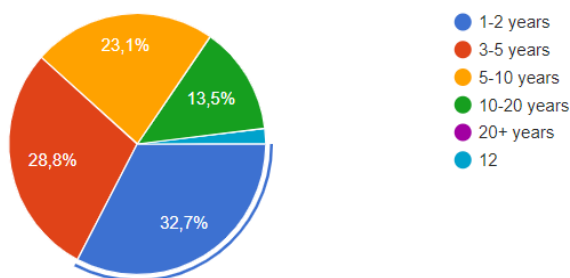
Figure 2 Teachers' awareness towards EQ
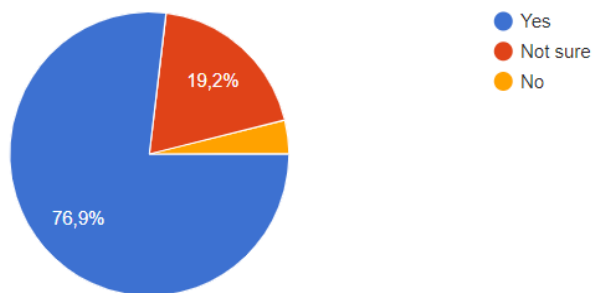
As it can be seen, most of the teachers were aware about the concept of emotional intelligence that was a surprise because the concept of emotional intelligence is relatively new in Georgian reality.

In order to understand possible connection between emotional intelligence and students' academic achievements as well as to figure out major causes burdening students' academic achievements, anther open-ended question was asked. To the question: "what are some causes for students' low academic achievements" answers are presented below.

Figure 3
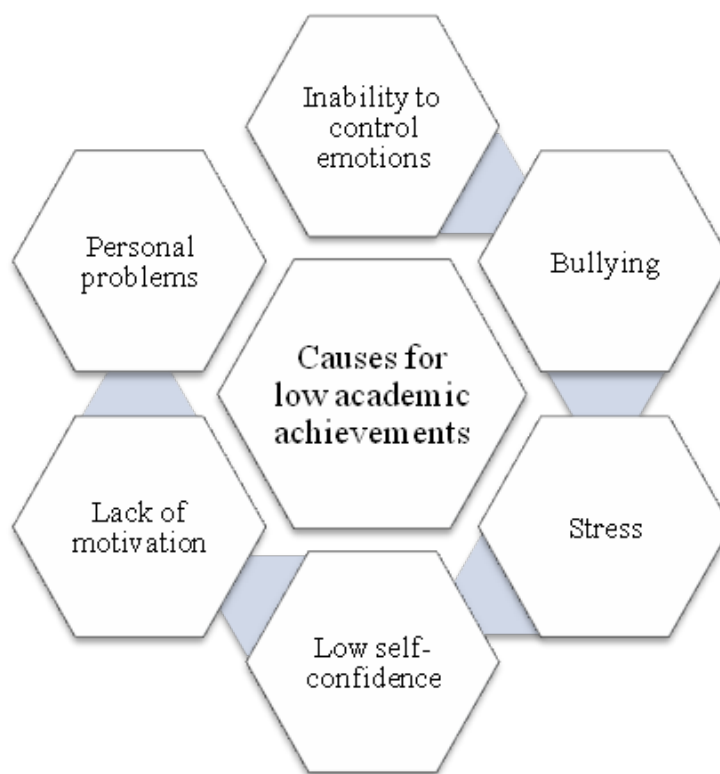
It must be noted that lack of motivation was the most frequently named causes among others. According to the results, most teachers noted the importance of emotional intelligence in educational setting.

2. Emotional measurement test

Another instrument used was emotional measurement questionnaire based on Goleman's model of EQ, measuring five major competences: self-awareness, managing emotions, motivating oneself, empathy, social skills.

Participants

In total 50 students were selected. 25 students were with higher grades, 25 students with lower grades. Students were chosen from the 9th to the 12th grade. Students were given standardized test and were asked to provide answers that they considered to be the most appropriate.

Figure 4 EQ measurement test

1. Assess and score how much each statement applies to you

#	How much does each statement apply to you	Mark your score				
	Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. **1** = Does not apply ~ **3** = Applies half the time ~ **5** = Always applies	⭕ the number that shows how strongly the statement applies				
1	I realise immediately when I lose my temper	1	2	3	4	5
2	I can 'reframe' bad situations quickly	1	2	3	4	5
3	I am able to always motive myself to do difficult tasks	1	2	3	4	5
4	I am always able to see things from the other person's viewpoint	1	2	3	4	5
5	I am an excellent listener	1	2	3	4	5
6	I know when I am happy	1	2	3	4	5
7	I do not wear my 'heart on my sleeve'	1	2	3	4	5
8	I am usually able to prioritise important activities at work and get on with them	1	2	3	4	5
9	I am excellent at empathising with someone else's problem	1	2	3	4	5
10	I never interrupt other people's conversations	1	2	3	4	5
11	I usually recognise when I am stressed	1	2	3	4	5
12	Others can rarely tell what kind of mood I am in	1	2	3	4	5
13	I always meet deadlines	1	2	3	4	5
14	I can tell if someone is not happy with me	1	2	3	4	5
15	I am good at adapting and mixing with a variety of people	1	2	3	4	5
16	When I am being 'emotional' I am aware of this	1	2	3	4	5

Figure 5 Students' participation results

List of some students chosen from various grades	Self-awareness	Managing emotions	Motivating oneself	empathy	Social skill
Participant 1	34 medium	26 medium	34 medium	38 high	36 high
2.participant2	38 high	32 medium	22 medium	36 high	34 medium
3. participant 3	17 low	15 low	17low	27 medium	24 medium
4.participant 4	40 high	32 medium	24 medium	54 high	42 high
5. participant 5	42 high	35 high	32 medium	53 high	29 medium
6.participant 6	39 high	23 medium	35 high	45 high	36 high
7. participant 7	24 medium	22 medium	18 medium	33 medium	22 medium
8.participant 8	24 medium	19 medium	33 medium	37 high	29 medium
9.participant 9	38 high	34 medium	37 high	50 high	36 high
10. participant 10	37 high	28 medium	31 medium	36 high	35 high

Major findings from the emotional measurement questionnaire can be presented as following

- Some aspects of EQ were more or less related to students' academic achievements

- There was an indirect connection found between empathy and students' academic achievements

- Social skills turned out to be least associated with students' academic success.

- Motivation turned out to be the only competence directly associated with students' successful academic achievements.

Discussion/conclusions

Taking the results of quantitative research into consideration, it must be noted that direct connections between some aspects of EQ and students' academic achievements have been found out. According to the findings, motivation turned out to be most related competence to students' academic performance. The conclusion was further supported by findings from the teachers' questionnaire.

 Motivation turned out to be the only competence directly associated with students' academic success, however, it does not mean that other aspects of EQ that have been discussed, are not important. All of these competences showed some beneficial influences and indirect connections to students' academic performance. For example, there was no direct connection found between managing emotions and students' academic achievements, however, many teachers admitted its importance in the teaching and learning processes. A student who is able to manage and understand his/her emotions is likely to have positive emotional state. As a matter of fact, students' emotional development was named as one of the major drawbacks of their academic failure. for that reason, managing emotions can have positive influence on students' success.

Research has revealed that there is lack of theoretical and most importantly, practical knowledge towards the concept of EQ, however, many teachers were familiar with the concept, to some extent. Findings showed the willingness and necessity to develop some practices of EQ.

Findings, once again, revealed that today's complex environment requires more than just developing some cognitive and practical skills in order to manage complex tasks. Many teachers have recognized that something more is needed rather than high IQ that creates natural basis for the implementation and development of some principles of EQ.

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How have primary school children with ASD and their families experienced the Covid 19 pandemic?

By Zhana Goginashvili

Abstract

The focus of this study is to analyse the effects of SARS-CoV-2 (COVID-19) contingency measures on families with children who are diagnosed with autism spectrum disorder (ASD). Radical changes in daily lives dramatically impacted people, families, and children with and without ASD. These adjustments include, among other things, greater time spent at home, electronic means of communication, closings of schools, and less external assistance for the children. Radical changes in daily living dramatically impacted people, families, and children with and without ASD. These adjustments include, among other things, greater time spent at home, electronic means of communication, closings of schools, and less support for the kids from external sources. Since the symptoms of autism entail dependence and compliance to the often-rigid child-specific routines, the changes in routines brought about by the pandemic can have significant effects on children and their families. The online survey was designed to collect data from nine carers (mothers). The children in the study are between the ages of 5 and 12. Three core themes were isolated and analysed with the use of the thematic analysis method. These themes were: education, daily life management and organising new daily routines. The three main core themes indicate three primary areas of daily living that have seen a notable change. Eleven sub-theme categories were identified, which represent how parents and children have experienced and dealt with the changes. Despite the prevailing negative voice of the parents, the overall effect of the pandemic measures cannot be reduced to purely negative or positive.

Keywords: **autism spectrum disorder (ASD); pandemic; Covid-19; Special education**

Introduction

After the discovery of the novel COVID-19 coronavirus, formally known as acute respiratory syndrome coronavirus 2 (SARS-COV-2) and its spread throughout the globe, most countries, including the UK, implemented extreme anti-contagion social interventions. Most notably, lockdowns, closures of schools, playgrounds, and organised leisure activities for children on a national scale (Zartler et al., 2022). Negative psychological, as well as socio-economic consequences on the population were inevitable (Han, E. et al., 2020). According to The World Bank's prognosis, the globe is heading towards the worst recession since the second world war (The World Bank, 2020). The COVID-19 outbreak and the non-medicinal interventions such as lockdowns have had negative consequences for many people throughout the world. As of 2022, there have been 6.3 million Covid-19 deaths (World Health Organization 2022). Most oncology surgeons agree that the delays in surgery due to non-contagion government policies will negatively affect the long-term survival of cancer patients (Are, C. et al., 2022) (Glasbey, J. et al., 2021). One could argue that the negatives of the anti-contagion policies did more good than bad. However, it is necessary that we analyse the interventions to find how we can reduce the cost to the individuals within the society and even increase the benefits of the interventions for the future. Since my area of interest and expertise lies within the field of the disabled population, I have decided to investigate the effects of government interventions on the neurodiverse population.

After the lockdown, as the school went back to its normal way of doing things, some parents complained to me about the stressful situations they faced because of the lockdowns and the new rules. Despite the government allowing vulnerable students to still attend schools, children were allocated with unfamiliar students and faced new situations due to the new guidelines. According to the parents, their children found the changes difficult to handle. This was one of the reasons why they decided not to send their children to school. Many parents in the UK did not take up the right to bring their children to school due to the risks involved (Asbury, K. et Al., 2020). Due to Covid19 contagion, families had to quarantine for two weeks which was described as stressful for all family members. This is in line with (Hawryluck, et al., 2004)(Reynolds, D.L. et al., 2008) findings that increased time in isolation due to the SARS outbreak was associated with increased symptoms of post-traumatic stress disorder and depression. In addition to fears of disease and uncertainty, parents had to take up the roles of the trained professionals at home, roles that even professionals find difficult (Asbury, K. et al., 2021). Some disabled students and their families from my school faced a wide variety of problems. Some families did not have enough digital gadgets at home to accommodate themselves and all siblings, and some did not have a computer at all. These issues have created a social vacuum and a lack of involvement with the curriculum. The children who attended the school during the lockdowns also faced a myriad of problems. The bubble systems were put in place to help combat the outbreak. This meant that children had to face a sudden and unexpected transition from their daily routines to radically different daily routines. The most difficult transitions seemed to be the change of the friend groups and the change of staff members, as some staff members were sick or isolated. The research on this issue is detailed, sudden changes to routines are difficult for any group of people, especially for children with ASD. The reason children with ASD find horizontal transitions more difficult than neurotypical children is not clear. However, currently, the most accepted cause is the 'predictability hypothesis', which stresses the greater need for the predictability of upcoming events (Flannery and Horner,1994). Another reason for transitional difficulties includes the problem in understanding the verbal instructions of a teacher (Mesibov et al., 2005).

This study will attempt to find out how Covid19-related anti-contagion rules and policies affect a group of neurodivergent children and their families from my school. This will be the first qualitative study of its kind.

Literature Review

In this literature review, I will examine studies and articles from various countries that followed the recommendations of the World Health Organization (WHO), just like the United Kingdom. Many countries, including the UK, implemented lockdowns on a national scale, thus creating similar circumstances for the children and their families during the outbreak. Consequently, a multinational literature review can give us a coherent and in-depth look into the aftermath created by government interventions.

Pre-Covid19 research concerning the effects of quarantine has shown to have negative mental health consequences. In a Canadian study (Hawryluck, L. et al., 2004) regarding the brief 2003 SARS pandemic found an increase in post-traumatic stress disorder symptoms and an increase in depressive symptoms in quarantined people. A similar study from China has found that over 80% of the participants experienced depressive and anxiety symptoms of varying severity. Mental problems were worsened significantly if the participant or their family member were infected (Cheng, S.K.W. and Chee Wing Wong (2005). A related study about social isolation has shown to be associated with anxiety, depression, trauma and increased rates of mortality (Holt-Lunstad et al., 2015). Although the study is based on longer isolation periods for distinct reasons, it demonstrates how people tend to do worse when being cut off from society. It is, therefore, a great concern that the isolation related to the pandemic can have a disproportionate effect on the mental health of vulnerable people. In order to see whether the lockdowns have affected the disabled population in a different way, the current study will include literature concerning both neuro-typical and neuro-divergent children's families during the pandemic. One of the first researches on neuro-typical children and their families (Morgül, E. et al., 2020) has found a moderately negative psychological impact on children and their caregivers in the UK. The symptoms displayed in children ranged from boredom, loneliness and frustration to worry, anger and anxiety. Most caregivers of these children reported moderate to serious stress levels associated with the lockdowns. The strength of the caregiver's stress significantly affects their ability to perceive the changes in their children's emotions and behaviour, the higher the stress, the higher perception (Morgül, E. et al., 2020). In literature, it is well known that parental mental health has a direct relationship to the mental health of young children: "Parental mental illness has been shown to affect attachment formation and the cognitive, emotional, social and behavioural development of children. These children are also at increased risk of developing psychiatric disorder in childhood, adolescence and later adult life"(Manning, C. and Gregoire, A. 2006). 'Parental anxiety disorder sets children at a more specific risk for developing anxiety disorder themselves, whereas children of parents with other mental illnesses are at high risk of a large variety of mental illnesses' (Leijdesdorff, S., et al. (2017)). Changes in social and physical well-being were also found by (Morgül, E. et al., 2020) 24 times more children spent 3 hours or more on screens during the lockdowns than prior. This is also in line with (Trivedi, M. and Vala, A. (2021)) who also found that parental worry increased due to an increase in screen time and did not affect trust, communication or quality of time spent together. According to the results of (Morgül, E. et al., 2020) likelihood of physical activity is halved despite the research subjects having a garden or not. The research does not comment on the significance of physical activity on mental health. It is widely accepted that exercise positively affects mental health and aids depression and anxiety (Byrne, A.E. and Byrne, D.G. 1993) (Carek, P.J., 2011). Additionally, a meta-analysis conducted on intellectually disabled children and adolescents has shown that physical activity has large and significant effects on improving mental health, moderate effects on psychological health and large effects on cognitive function (Yang, W. et al., 2022). Changes in sleeping patterns were found in both neuro-typical and neurodivergent populations. In the neuro-typical population, sleep time was reduced by half an hour (Morgül, E. et al., 2020). The research done on children and adolescents with attention deficit hyperactivity disorder (ADHD) found that 60% of children and 70% of adolescents with ADHD had disturbances in their sleeping patterns during the lockdowns in Italy (Bruni, O. et al. 2021). The same study found contrasting changes in sleeping duration for adolescents and children, half of them slept less than before lockdowns and the other half slept more. A decrease in sleep was associated with an increase in screen time exposure (Bruni, O. et al. 2021). Furthermore, the subjects were discovered to have difficulties falling asleep, bedtime anxiety, nightmares, awakenings at night and daytime sleepiness (Bruni, O. et al. 2021). Similar problems of sleep pattern change, increased screen time and low physical activities were demonstrated in a Canadian study (Moore, S.A.(1,2) et al. 2020).In France as a whole, families with primary school children have also reported mostly positive experiences, especially during the first lockdowns (Pailhé, A., Panico, L. and Solaz, A. 2022). The positive effects were experienced during the first lockdown period when the restrictions were new, and the government provided a 'relatively strong safety net' for families. However, in the late stages of the pandemic, people with deteriorating financial difficulties and poor living conditions were negatively affected(Pailhé, A., Panico, L. and Solaz, A. 2022).

Literature appertaining UK lockdowns and their effects on families of disabled population vary from study to study. One of the first studies (Willner et al., 2020) found that families of disabled children, compared to families with neuro-typical children, reported higher stress levels accompanied by worsening mental health during the pandemic. The study found no positive impact of the pandemic on the families of the disabled group. However, disabled participants in this study were contacted through emails provided by the charity organisation group. Consequently, disabled children's families represent the population with financial difficulties, and the results cannot be interpreted as a picture of the entire population in the UK. Nonetheless, (Willner et al., 2020) Study does find a high correlation between poor mental health, stress and anxiety with financial difficulties. Higher financial stress was strongly correlated with anxiety/depression, defeat and wishful thinking. In the study (Willner et al., 2020) compared the disabled group with a random non-disabled group with a small sample and the results only show the differences between the groups. It is for the above reasons that the findings of the study cannot be ascribed to the effects of the pandemic. However, the study does demonstrate the need for greater support from social services for the poorer disabled population. The longitudinal study performed on over one thousand plus families of the disabled population found no conclusive impact of the pandemic on parental well-being or the changes in behaviour and emotional states in children (Bailey, T. et al., 2021). This study is one of the few longitudinal studies that provide insight before the pandemic and various times during the pandemic. However, there are a few key limitations that could have affected the quality of the research and its results. For instance, the lack of differences in the samples could have hidden significant individual variations in experiences. Another problem with the research was the way researchers acquired the results for comparison of three different time phases. The study was divided into three waves, pre-pandemic vs pre-lockdown vs during/after lockdown outcomes were compared. Phase results were collected throughout the quarantine period and straight after. The literature shows that the later stage of the quarantine period is when people feel the most impact of the lockdowns (Zhu, W. et al. 2022) (Hawryluck, L.(1) et al. 2004). Therefore, the results of (Bailey, T. et al., 2021) could have been misleading.

Turkish study (Meral, BF 2022) Did not find any significant negative implications of the pandemic for the families of disabled children in the middle and the working-class spectrum. All families recognised the time spent with the children as a positive experience. However, some negative effects were mostly felt by working-class families who lost their jobs due to the pandemic. "Economic burden, especially self-reported financial problems, was associated with all adverse mental outcomes, namely, depression symptoms, anxiety symptoms, and perceived stress in the first phase of the pandemic" (Ruengorn, C, et al., 2021). More studies around the world pinpoint the importance of financial security and positive, more positive pandemic experiences. One of the most comprehensive studies conducted in the United States (Han, W.-J. and Hart, J. 2022) was the first to explore insecure parental employment in the US using a multidimensional approach, demonstrating a comprehensive picture of how job insecurity may affect the well-being of parents and children. Their findings support the notion that during the COVID-19 pandemic, job loss had the greatest impact on parenting discontent. Additionally, the study findings support the negative correlations between a number of job precarity traits and parenting difficulties but also discovered weak correlations between precarious parental employment and child happiness. (Han, W.-J. and Hart, J. 2022)

The Spanish study (Mumbardó-Adam, C. et al., 2021) concentrated on Autistic children and their families during the lockdowns and found mostly positive outcomes. Despite most families being irritable due to the unpredictability of the pandemic affairs, most of the participants reported improvements in many important aspects of their children's state. Some of the main perceived benefits by the parents were; Communication improvements, increased participation in family routines and improvements in autonomy. Parents claimed that the improvements were associated with more time spent with their children. Constant support from the school and online education was also found to be beneficial factors for their children (Mumbardó-Adam, C. et al., 2021). However, the research had a few important limitations, such as representing a small region in Spain, having limited participants and not including the whole duration of the quarantine period. Most studies agree that the later stages of the quarantine period were found to be the most negative period for the families as it lasted longer than the first one (Hawryluck, L.(1) et al. 2004). In agreement with the Spanish study, an Israeli study found improvement in verbal and non-verbal communication in autistic children (Arazi, A. et al., 2022). The authors speculate that home quarantine allowed parents and children to connect better with each other, which in turn improved communication. Similarly, in Chinese research, parents of autistic children reported improvements in cognition and communication, both verbal and non-verbal (Huang, S. et al., 2021). According to (Arazi, A. et al., 2022), parents whose financial states worsened severely showed consistently worse results related to child-related domains. Suggesting that, in general, parents with financial difficulties perceive the effects of the quarantine as more negative. However, despite the financial hardships, parents still reported improvements in relationships and communication with their children (Arazi, A. et al., 2022). Important limitations must be noted regarding the previous study. The answers were provided by an anonymous group of parents whose claims of their psycho-clinical conditions cannot be verified, diagnosed and measured. The study was also conducted during the first six weeks of the pandemic, and the impact of the second half of the pandemic was not studied. The researchers speculated that the continuation of the pandemic and quarantines would potentially make the overall experience worse as the stressors become more chronic (Brooks, S.K. et al. 2020). A comprehensive study from France (Berard, M. et al. 2021) found that in Children and youth between 2-21 years with ASD and other developmental disabilities impact of home isolation had mixed effects. Parents have reported deterioration in behaviour and worsening of sleep, as well as stereotypical repetitive behaviours in certain age groups. Conversely, parents have reported more of an improvement than regression in communication with their children. Younger children who were receiving interventions during the isolation were reported to have improved in communication. Researchers speculate that most parents being quarantined at home with children would have increased opportunities to communicate and engage with each other. In comparison, a smaller percentage of single-parent families reported progression, and a larger percentage reported a deterioration in communication. (Berard, M. et al. 2021) Also identified changes in sleeping patterns. Improvements in sleep were detected in younger children under six years of age. Whereas older children experienced worsening in sleep. Sleeping difficulties were correlated with the severity of the autism spectrum disorder. Children with single parents also reported having more sleep-related problems, such as difficulties falling asleep and waking up at night. (Berard, M. et al., 2021) Hypothesised that single parents would have less time to spend with children due to greater time spent on household chores and professional activities. Single parents were also more likely to face financial difficulties. Additionally, (Berard, M. et al., 2021) found improvement in challenging behaviour in younger autistic children during the pandemic period. One possible explanation was derived from (Rattaz, et al., 2020) study, where researchers found that full-time schooling represented a huge challenge for children with ASD and caused much greater anxiety and stress to the children compared to the autistic children who attended school part-time. (Rattaz, et al., 2020) Argues that positive behavioural changes in some autistic children is due to the removal of excessive exposures to stressful daily situations, sensory interactions, academic pressures and transitions from home to school on a daily basis. An interesting study (Levante, A. et al., 2021) analysed an interplay between parental distress and the emotional response of children with ASD (Autism Spectrum Disorder) and compared it to families with typically developing children during the lockdown periods. The study found that parental stress levels affected autistic children's inclination to play independently. Higher stress levels in parents led to negative emotions and negatively influenced playing activities in children with ASD. 'Parents of children with low-functioning Autism perceived fewer positive emotions in their children than that of parents with high functioning autism' (Levante, A. et al., 2021). According to the same study, parental distress has a negative effect on parent-child relationships. Moreover, children who participated in sports activities during the lockdowns expressed higher positive emotions and fewer negative emotions. Physical activity and its positive effect on cognitive and mental health are also documented by other studies (Biddle, S.J.H. *et al.* 2019)(Rodriguez-Ayllon, M. *et al.* 2019), suggesting that sport and physical activity can play a significant role in improving the mental health of children. The results of (Levante, A. et al., 2021) research also show an increase in stereotypical and repetitive behaviours in children with ASD compared to the pre-pandemic phase. When comparing the stress levels of the parents of ASD children to the parents of typically developing children, Autistic children's parents showed more stress (Levante, A. et al., 2021). 'The disruption to school- and therapeutic-related activities because of the lockdown forced parents to take care of their children alone, holding different roles at the same time (teacher or therapist), for which they were not coached, as well as simultaneously having to handle familial and work requirements' (Levante, A. et al., 2021). An online study on self-selecting participants in Michigan, United States, found that pandemic and restrictive measures were mostly stressful and burdensome for Autistic children, adults and their caregivers (Manning, J. et al., 2021). The severity of the ASD and families receiving greater support pre-pandemic had a positive correlation with higher stress and disruption to life. According to the research, the caregivers of younger children with ASD reported higher stress levels, whereas older individuals with ASD experienced more stress. The

stress levels were highly associated with finances, fears of illness and school-related interventions being halted due to the lockdown restrictions (Manning, J. et al., 2021). The study identified no positives associated with the lockdown. There were some key limitations to this study. One key limitation is that participants self-selected themselves for the research, meaning that the respondents could have motives of giving biased answers or their situation is worse than the ones who did not respond. More than 50% of the participants were unemployed, and this demonstrates that the sample population was already facing financial problems, and that could be one of the main reasons why they responded to the research. The research was also conducted at the beginning of the lockdowns, and the social services might not have had the time to respond to the problems faced by the population. Many important variables could have changed during the lockdowns, so the picture formed by the research was limited to the beginning of the quarantine. In their comprehensive multinational overview of the literature and data analysis (Kreysa, H. et al., 2022) Found that the pandemic had mostly negative effects on autistic children and their families throughout the world. The problems were intensified by the disconnection from the established support networks that aid and assist autistic children and their families on a day-to-day basis. Consequently, parents were burdened as the only caregivers for their children. The study also recognised the delay of the diagnoses and the intervention programs to be worrisome for the people in question. In a local study in Jena, Germany, (Kreysa, H. et al., 2022) found that younger children struggled more with the changes than autistic adults. In the same town, adults with autism reported more positive effects of the measures due to a reduction in face-to-face interactions and the anxieties associated with them. In general, some positive changes in family relationships were reported in the study.

Methods

The current study employs a qualitative research approach. The questions of the online survey were created to collect data on how and why families reacted in the context of the COVID-19 Lockdowns, i.e., how did home isolation and the lockdowns influence the day-to-day life of families with autistic children? The aim of the study is to understand the thoughts, feelings, and general personal perspectives of the participants while focusing on the experiences of parents and children. The survey questionnaire was designed and sent out to the emails of the participants with seven questions. The main reason for this method was to save time for the researcher and parents. Nonetheless, a wide spectrum of data can be gathered (e.g., attitudes, opinions, behaviour, facts) without conversation diverting away from the question at hand, as is more common during formal interviews.

3.1. Participants

Participants were gathered through the primary school where the researcher of this dissertation works. Emails were given to the researcher by the headteacher, who was given consent by the parents. All eight parents who took part in the survey were mothers of children with autistic spectrum disorder (ASD). One out of eight parents were a single mother, and seven all parents worked from home.

3.2 Ethics

London Southbank University granted ethical approval. This research is part of a dissertation thesis. Before participating in the research, each subject provided their written informed consent for inclusion in the study.

3.3 Analysis

Thematic analysis was used to analyse the answers to the survey questions (Braun, V. and Clarke, V., 2013). Thematic analysis is a powerful yet versatile technique for assessing qualitative data, which can be applied in a number of paradigmatic or epistemological approaches. When attempting to comprehend events, thoughts, or actions that are present across a data collection, thematic analysis is the appropriate method of analysis. (Michelle E. Kiger & Lara Varpio 2020). Thematic analysis is considered to be one of the best methodologies for analysing sociological research (Boyatzis, R.E. 1998). A specific aspect of this methodology is that the data processing is not done by words but derived from thematic-ideational groupings. The objective of the researcher is to uncover significant recurrences and patterns that result in the output of codes. (Cohen, L., Manion, L. and Morrison, K. 2018) These codes are combined to form individual conceptual elements, referred to as themes, that answer the study enquiry. Consequently, some major themes and sub-themes surface in the investigation (Braun, V. and Clarke; V., 2006). The six steps of thematic analysis outlined by Braun and Clarke are used in the current study (Braun, V. and Clarke, V., 2006). Understanding the data, creating coding categories, looking for themes, evaluating themes, establishing and identifying themes, and creating the report according to this process. The construction of a theme map was selected as the method of demonstration for thematic analysis. The critical statements are documented in the data analysis.

4. Results

Three primary themes and eleven sub-themes emerged from the thematic analysis, and they are all associated with the levels and modes of change that families of children with ASD encountered. The primary themes are as follows: (1) education (T1), (2) handling the new normal (T2) and (3) organising daily Life (T3). Following sub-themes were found: (a) the importance of schooling (for the family and the child) (S-Th1), (b) Adaptation and setbacks (S-TH2), (c)Technology and its limitations (S-TH3), (d) Social interaction (S-TH4), (e) The teachers and LSAs (Learning support assistants) (S-TH5), (f) New teaching procedures (S-TH6), (g)uncertainty and fear of sickness (S-TH7), (h) The lockdown stages (quarantine1(Q1) and quarantine2 (Q2) (S-TH8), maternal burdens (S-TH9), parents at home(S-TH10), Parents at home(S-TH11)

4.1 Thematic map

(S-TH1) and (S-TH2) occur in both main-theme 1 and 2 in a way that will be further elaborated in each section. Sub-theme (S-TH8) is a common component of the main themes 1 and main theme 3. In order to understand this correlation, it is essential to make it clear that the difference between Q1 and Q2 is not a clear differentiation based on the timing of the country's decision on nationwide lockdowns. This is because the exploratory research technique is inadequate for understanding specific variations and traits of each phase that varied on daily bases. In addition, S-TH4 shows up as a common sub-theme of the main themes 1 and 3. Ultimately, (S-TH3) is a common sub-theme across all main themes as it represents the core of the novel situation of the pandemic.

4.2 Theme 1 – Education

The term "education" refers to the teaching and learning process and all the components that make it up, from the contents taught to the setting in which it takes place; the Covid19 outbreak altered these components to a great extent. Consequently, creating a novel educational environment for children. The following are the sub-themes of this topic: a) the importance of schooling(S-Th1), b) adaptation/adverse reaction (S-TH2), d) social interaction (S-TH4), e) technology and its limitations (S-TH3), f) New teaching procedures (S-TH6), g) Teachers and learning support assistants (S-TH5), h) the lockdown stages (S-TH8),. These educational aspects are thought to form the crucial foundation of what is necessary for children with autism to lead a regular everyday life.

4.2.1. The importance of schooling

The school was regarded as a place of significant importance by most children who yearned for a return to school normality and found it challenging without it. One child was psychologically harmed when removed from his friends and daily school routines. The relevant quotations are displayed below:

"He asks questions about the pandemic sometimes, and the main one being 'is it over yet?' 'When am I going back to school?' He can show a little frustration when he realises that the pandemic is still around."

"When the online classes started, he started asking questions about the situation, 'when am I going back to school, mummy?' 'Why am I not allowed to meet my friends?' The frequency of questions daily increased as the pandemic went on longer. Due to his additional health problems, he was shielded all the way through the pandemic. My son values school and social interactions and the exclusion from physical contact caused him a great deal of psychological harm."

4.2.2. Adaptation and setbacks

By adaptability and setbacks, the study refers to the manner of response children had to a new academic and cognitive circumstance. Overall, most pupils had little trouble adjusting to the new teaching environment, some struggled to adjust, and in some cases, their mental level and school adaptation suffered due to a decline in the skills gained. In addition, a lot of kids displayed laziness and stagnation when it came to schoolwork. The pertinent quotes are shown below:

"I think the children got used to homeschooling a lot easier and quicker than I did. Once we were in the routine of homeschooling, the children knew what our routine was and it worked for them.'

"My child could not take the new way of learning seriously; it was very difficult for him to write homework and adjust to home learning. Whereas, during normal school days before the pandemic, he had more motivation to read and write."

"It was challenging to involve him, due to his level of learning being different. He needed specified, personalised and tailored tasks. These were provided when available."

"She lost her independence and attentivity to her teacher, she was relying on me to find out her homework and other important things related to the next online class."

4.2.3. technology and its limitations

Due to the novel emerging situation, internet-related technologies were used by the educational system to manage and maintain education for children. Despite expressing their scepticism regarding the efficacy of remote learning programmes and interventions, most parents acknowledged the usefulness of distant learning as a necessary option in the given situation. Older children above eight years of age found using technology and computer programmes easy and relatively helpful. On the contrary, younger children or those with more support needs found it difficult or impossible to operate the gadgets and programmes without help from adults.

"For my son, online education and interventions did not work at all, he was hardly ever interested in meeting his teachers, friends, and professionals online. Sometimes seeing his friends in zoom would make him angrier about the situation that he could not fully understand. The online occupational and speech therapy had no effect on him whatsoever."

"As my partner and I were often busy with our online work, it was not always possible to find time to help our six-year-old with the online schoolwork that required constant supervision. This meant she was struggling to catch up with the others"

4.2.4. Social interaction

For autistic children and their capacity for social contact, homeschooling can have serious consequences. The majority of parents stated their concern about their children's lack of socialisation and deteriorating relationships with other kids. Some parents claim that their kids felt lonely at home and missed their schoolmates. Parents reported:

"*So, it was very stressful for both the kids and me. There was nothing easy about the lockdown; kids missed school and their friends and teachers. It was very difficult to explain and for them to understand why their whole life changed.*"

"*With the pandemic, the child became detached from socialising with other children, which meant he decided not to interact with them if given the chance.*"

"*She was clearly missing talking to his peers, playing on the playground, and also missed his teachers a lot. He communicated with the other kids online, but virtual contact cannot substitute for actual interaction.*"

"*However occasionally having to isolate more than others can cause a strain on his social interactions with other children, making him prefer to do things alone or with familiar adults.*"

4.2.5. The teachers and LSAs

In general, parents were positive about the efforts of the teachers during the lockdowns. However, there was a clear contrast drawn between Q1 and Q2. Most parents' answers coalesced regarding the teachers' responses to the new teaching situation. They did, however, progressively adapt for the most part and parents were very appreciative of their efforts. There were instances where one-to-one support was lacking for their child. They felt as if their child was denied a fundamental right and left behind in social and educational aspects. Teacher and LSA involvement were recognised as very important aspects of the children's and parents' daily lives. Relevant quotes are below:

"*It was a difficult transition at the beginning for the teachers in the first lockdown. Technical problems were frequent; some teachers did a better job than others. Although during the second lockdown, it was smooth sailing.*"

"*The schoolteachers were amazing. They stayed in touch with me regularly and were very supportive with the children. It was not easy to teach the kids in a home setting. They were very good at giving me tips, and I did not feel judged or unsupported.*"

"*My child needs a lot of support due to his special social and educational needs; his one-to-one was rarely getting in touch during the first and second lockdowns. I believe my child was deprived of the fundamental right of one-to-one support. This definitely contributed to many of the problems he faced during the isolation period up until this day.*"

4.2.6. new teaching procedures

All parents agreed upon the difficulties faced by their children to be fully involved in the new educational system. Some lessons were pre-recorded or created by slideshows. The parents deemed accessing the files and doing the daily homework online too complicated. The children had insufficient skills for using the e-learning tools on their own. Additionally, live online lessons were impossible for autistic children to concentrate on most of the time. They could not understand the teaching process without face-to-face interaction. The pertinent quotes are shown below:

"*It was extremely hard for her to concentrate on the live online lessons, she could not take it seriously, it did not matter what I did, she wandered around the room and constantly fidgeting.*"

"*Online lessons might be useful and acceptable for children without autism. It does not mean that an autistic child can make use of it. I do not believe in online education, especially one designed to suit everyone the same. There should have been a system designed separately for autistic children and tailored to their needs.*"

4.2.7. The lockdown stages (Q1 and Q2).

Two important periods for school education can be identified with two stages of the pandemic, Q1 and q2. In Q1 There was a greater lack of understanding about the risk of infection posed to the students and families. Because of this, it was challenging to say whether special provisions came with greater dangers. Leadership at schools had to decide what they thought was safe. The uncertainty caused most parents not to take their children to school. In Q2, more parents decided to send their kids to school due to having more clarity regarding the dangers. However, new school provisions designed for special education children turned out to be difficult for the kids to get accustomed to. Additionally, there was an improvement in online education in Q. Parents stressed:

"*The first lockdown was a bit fuzzy, we did not know much about the dangers of the transmission of the virus and the dangers our child would be facing in the school settings. In the second lockdown, it was an easier decision to send him to school.*"

"*The special centre we attended and worked with occupational and speech therapists at was closed during the initial lockdown, so it was more difficult. Similar to the other centre where she spends weekends and after the academy. As a result, she stopped all the extra activities during the first lockdown. In May, the facility that does after-school programmes opened, and she gradually started to settle back into the familiar routine, which was a positive thing to happen to her and us as a family. Unfortunately, the second lockdown and further restrictions hit, and we went back to the unknown. It was disappointing, to say the least.*"

"*We sent our child to school when the second lockdown began, but he did not enjoy, it was very difficult for him to stay in school, new school rules did not permit children to be with their classmates and teachers. We had to let him stay at home again.*"

"*We had calls from class teachers once a week which were so important, everything was based around that. The way we submitted work during the second lockdown allowed feedback from teachers and even videos which was a massive improvement. The children needed that interaction from their teachers in order to motivate them to do the work and do it well.*"

4.3. Theme 2 - Handling the new normal

The responses, feelings, perceptions, and other general factors that influence how both parents and children attempt to adapt to the new situation are included in handling the new normal. The following are the sub-themes of this topic: a) the importance of schooling (S-Th1) b) adaptation/adverse reaction (S-TH2), c) technology and its limitations (S-TH3), d) Parents at home (S-TH10) e) uncertainty and fear of sickness (S-TH7) f) the needs of the parents (S-TH11), g) maternal burdens (S-TH9).

4.4.1. The importance of school

In order to handle their own personal, professional, home, and individual requirements as well as those of their children, parents need school just as much as their children do. The organisation and process of school not only provide parents with the time and space they need to work and satisfy broader demands, but it also serves as a safety net and growth network for the children. They emphasized:

"I had both of my children at home while I had to work online at the same time, I had to do my job, be a teacher for my children and do other household chores. My husband is a key worker, so I was mostly doing everything alone. It was exhausting."

"As a single parent, it was extremely difficult to perform all the duties without being tired most of the time. I very much enjoyed having my son at home to spend more time with him. However, at some point, I wished that school would be back to normal."

4.4.2. adaptation/adverse reactions

The sub-theme is repeated since comments about children's general advancement or decline in some facets of daily life were recited repeatedly in the context of handling the new normal. The kids mostly made the necessary adjustments. Unfortunately, they did experience a great deal of trouble in the initial Q1, which was highly unanticipated and unusual. The circumstance had a more detrimental effect with more time spent isolated towards the conclusion L2. Some of the relevant quotes were:

"*My children are very very hyper, so it was difficult to stay indoors for long periods of time. The children found it difficult to keep the noise level down. We had constant problems with our neighbours. So, it was both very stressful for the kids and I. There was nothing easy about both lockdowns, kids missed school and their friends and teachers. It was very difficult to explain for them to understand why their whole life changed.*"

"*The children adapted so well to home school and going back to school. They were upset when we couldn't see family members or when experiences were cancelled, but overall, they were resilient and took it in their stride. I don't think it affected the family negatively, I just feel tired from everything we have been through.*"

"Having a routine made things a lot easier. My children knew I would do my online lessons to the children I teach after their breakfast. They would then come down and do Joe Wicks whilst I set up their home schooling. We would do their lessons until 10:30, have a break and a snack, and then continue till lunchtime when we finished their work for the day. The children would have lunch and I would complete more online lessons. The afternoons we went to the park, come rain or shine. The fresh air and the running around, seeing puppies etc, did us all the world of good. Even if I was feeling tired/drained, I always made sure we went to the park."

4.4.3. Technology and its limitations

The necessity to limit the use of online technologies and reduction in screen time was one of the main issues raised by parents. This was challenging because the school curriculum and all other academic practices involved utilising a computer or other type of smart device with an internet connection. Parents stated:

"*The young child was constantly asking to play his games on the phones and Consoles, which is something we wanted to limit as he was already spending so much time on the laptop due to school. This was exceedingly difficult as there was not much to do, he could not play with his friends outside.*"

"It made my child become more of a homebody, their screen time increased and they enjoy being at home more. However, I am against too much screentime, it has negative effects on my child, she becomes dependent on it and it is more difficult for her to socialise."

"Generally, we do not support the use of computers by kids very much. Therefore, I try to set a limit on it, but the necessity of online education leads to excessive screen time. He was therefore spending close to seven hours every day, excluding weekends."

4.4.4 uncertainty and fear of sickness

Parents and kids alike frequently voiced worry about getting sick or infecting their loved ones. Additionally, a pattern of anxiety related to the uncertainty or the unforeseen was found. Initial lockdown seemed to have influenced the thoughts, feelings and actions of parents. Some parents expressed outrage toward the media's way of portraying the pandemic which added to their fear and anxiety. Parents stated the following:

"We were indeed constrained due to the terror of getting sick. It affected our everyday lives. We did not want to go outside."

"I was anxious about falling ill from Covid, I was worried about how my children and husband would handle the situation if I was hospitalised."

"Mass media was creating a hysterical environment on TV, social media etc. Fear and obedience were implanted into people. Mask wearing was destroying communication. Hence the stress (prolonged) Children were absorbing the stress of adults. The idea that every person can be a medical/ hazard subconsciously cultivated division and even hatred. Children witnessed that on many levels. My child's routine crumbled and still hasn't recovered yet."

4.4.5. Parents at home

For the children and the parents, navigating the new normal depended heavily on the parents' home presence, especially that of the mothers. Assistance from the extended family members was substituted by the father and the mother. Due to their busy lifestyles, parents had less time to spend with their children before the lockdowns. Whereas during Q1 and Q2 most parents worked from home, which afforded them more time to spend with the children. These are the most important quotes from the participants:

"We now had more time, which is a plus in the whole situation. Normally, under different conditions, I would normally have been absent from the children. The one good thing about how the period was managed was that I got the opportunity to spend a lot of time with him physically. My spouse and I were also nearly always present with the kids."

"Before the pandemic, we had less time together as the family, both I and my husband spent a lot of time outside of home having to leave the children to the grandparents."

"The lockdowns brought our family closer than before, we spent more together and had more time to interact with our children, to learn more about them."

4.4.6. maternal burdens

Mothers were found to be heavily burdened due to the special reality of lockdowns and the unavoidable fusion of house and professional work. Although working from home was identified as a positive thing in several aspects of life. Long-term coexistence of the domestic chores, looking after the children and working from home created a psychological and physical load on mothers. The relevant quotes are:

"As a busy professional mother, I felt absolutely exhausted from domestic and professional duties; however, it's been a very long time since I had time to be with my daughter all day long. It definitely made up for it."

"As a single working mother, I must say lockdowns were a nightmare for me. I had to receive random calls from my colleagues and clients at random times during the day. Call times and duration were random so I could not fully concentrate on anything within the working hours. Sometimes I could not even help my son with his schoolwork or do the activities that required both of us. Overall workload crushed me spiritually, emotionally and physically."

"Working as a teacher, where I had to do lots of live online lessons and videos, I found it extremely difficult to juggle with homeschooling and work. Both of my children needed support from me whilst doing their lessons. During my live online lessons, I couldn't have my children around me, so I constantly felt guilty for sending them to their rooms. Generally speaking, I think they were fine with this and got used to the routine very quickly, but I found the constant juggling extremely difficult, and I definitely do not want to go through it again."

5.3. (Theme-3) Organising daily life

All households under imposed home confinement had to develop a new daily routine that was tailored to the new government health policies; hence the organisation of daily life was a concern shared by all families. This presented a significant challenge for the vast majority of house-

holds, particularly in Q1, when there was little to no preparedness or support from outside agencies. The following are the sub-themes of this topic: a) social interactions (S-TH4), b) technology and its limitations (S-TH3), c) The lockdown stages (Q1 and Q2) (S-TH8).

5.3.1. Social interactions

Lack of social interactions was presented by the parents as a continuous worry and some children express a direct or indirect desire for interaction with their friends. Other children did not express the need for social contact and seemed to prefer home isolation. Parents stated the following:

"*Not being able to go outside and engage in sport activities was probably the most difficult for both my children and for us as family (in a flat exercising can be challenging, especially with young children). Not being able to see friends was the second most difficult to endure during the lockdowns.*"

"*As described earlier, due to the fact that we live with family, we did not feel socially isolated during the lockdowns. However, during the first lockdown (as it was the first one of its kind), both my partner and I felt the negative implications caused by the sudden and drastic changes in our day-to-day lives and the great degree of uncertainty that came with it. My older son, who was in Y5 at the time, felt unmotivated and listless several times during the first lockdown. He missed his school friends and being in school.*"

"*During the first lockdown, we were worried about our son, he was closed off in his own world without the chance to meet his schoolmates who make up 99% of his social interactions. The second lockdown was a little bit better, we made sure that he stayed in touch with his friends online at least.*"

"*With the pandemic, the child became detached from socialising with other children, which meant he decided not to interact with them if given the chance. He also was diagnosed with ADHD, so both him and his family had to learn all about it and assess all behaviours, to see if they were related.*"

5.3.2. Technology and its limitations

As mentioned in earlier relevant segments, the web and technology were crucial for sustaining relatively normal life during the Covid-19 outbreak. However, most parents expressed concerns about how increased screen time disturbed the previously established boundaries. Main quotes from the parents were:

"*He was spending way too much time on his tablet, and I think it affected his sleep. We had to limit his time on it.*"

"*I was very grateful for having technology such as internet available to us during the pandemic. What were we going to do without it? I cannot even imagine isolation for weeks without being in touch with society and children having no education. It would have been incredibly difficult without technology.*"

5.3.3. The restriction stages (Q1 and Q2)

Both lockdowns affected families differently. Some families dealt with the first Lockdowns easier than others. Although the reasons for the differences between Q1 and Q2 are not clear, the much longer duration of L2 contributed to parent and children fatigue in every aspects of daily lives. Some parents stated:

"*There were changes between the first and second lockdowns, and the children also felt it. Total changes in the routines and the world flipping upside down came to us as a shock. We could not recover till the second lockdown. Therefore, the second lockdown was more difficult for us to deal with.*"

 "*After a certain point in the second quarantine, the mask was required everywhere. There was whining and complaining when the mask was only in the classroom, but he could remove it during a break, and once school was finished, before we reached the house, there was even more complaining. And it's still a problem, so frequently, when we ask her to go outside, she complains that he hates wearing masks and that we should know, he says to us: "Let's go outside, but I hate walking while wearing the mask. The mask bothers me.*"

5. The survey overview

Seven out of nine parents regarded home confinement as overall negative. As for why it was a negative experience, few similar answers were given by the parents. One of the most prominent themes was the online classes given by the school. The remarks were made about children falling behind the learning curve due to several issues. Most parents in the study had two or more school-aged children, and all needed computers and technical support. Most parents did not have enough computers for all their children. This caused children to fall behind in the school curriculum. The parents who had enough computers struggled to give enough support to their children due to the problems associated with the use of technology. Most parents had at least one pre-key-stage 1 child who needed constant technical support attending online lessons. This was one of the main stressors mentioned by most parents. Mothers also remarked about the worsening of their children's social relationships as they seized having direct relationships with their friends. Most children were on screen most of the day, which made

them unsocial and dependent on the computer. As the restrictions of lockdowns were lifted and closer contact was allowed, children preferred to stay at home and spend time on computers rather than play with friends. Computer dependency became a great concern for the parents, which became an additional stressor during the second lockdown. The effects of computer dependency on home relationships were not mentioned. One of the parents of a disabled child had more extreme problems regarding the child's mental health. As the child had to be shielded from Covid-19, he was always held at home, even during the two lockdowns. His mental condition worsened as the isolation time increased, his ADHD (attention deficit hyperactivity disorder) symptoms worsened to the extreme, and he had to be put on psychiatric medications. The majority of the parents were satisfied with the involvement and support of teachers during home learning, especially during the second lockdown. Parents considered the online lessons well organized and effective in some cases depending on the child's age. Teachers were always ready to give support throughout the day concerning teaching and learning, which the parents regarded as a positive thing. Half of the children enjoyed comments made by teachers on their assignments which kept them motivated to study. According to 4 out of 9 Mothers, the new online interaction system was useful for the children. 2 out of 9 thought it was not useful due to the children not understanding the technology. 3 out of 9 were indifferent about the new teaching system's usefulness. Having to do fewer assignments and having more breaks was enjoyable for all the children, according to the parents. The children enjoyed the teachers' video call to the whole group as they had a chance to see their friends. As for the negatives of online learning, parents have to act as teachers to teach their children some things that require a teacher's physical presence and expertise. Although some aspects of online learning were fun for the children, staying involved most of the time was difficult. Some children could not take the new way of schooling seriously. Some online assignments were difficult for the children to complete and for the parents to provide help which created holes in learning. Over 50% of the subjects did not receive any special support from social services. The rest of the parents received support from key workers regarding the mental health of their autistic child. This support was perceived as positive involvement and reduced parents' anxiety relating to their child/children. All the children in the group were given one-to-one calls from their learning support assistants, which was the only support all the families received. One parent expressed her satisfaction regarding the quick action from the social services in diagnosing her child with ADHD and providing necessary help. For one of the parents, it was an online exercise group meeting and exercising with other people while on live call made lockdowns easier. Physical activity and online live gatherings made her daily life more fun. Spending more time with family was the most common positive reason mentioned by the parents. Not having to wake up early to go to school and not having to travel long distances was identified as a positive thing for the parents who travel long distances. Most parents created daily routines for their children, which included time for breakfast, lunch, schoolwork etc. According to the parents, having strict daily routines helped manage their children's daily lives and kept them more disciplined. Two parents were utilizing YouTube content creators to help their children to exercise. A famous fitness YouTuber was making fun exercise videos for children every morning, and children were having fun exercising in this way. The parents mentioned going to a park, running and playing with siblings as one of the factors for alleviating lockdown stress. Constant online contact with the school and speaking to others through technology were mentioned as positive by most parents. Two of the Parents whose children have Hyperactivity disorder had problems with controlling noise created by their child. Their children were constantly disturbing the neighbours with noise levels, and this problem stressed the parents. After the first lockdown, parents noticed that their children had difficulty forming contact with other children. Most parents worked online. This made it difficult for them to concentrate on their job. The only way for them to concentrate was to send children to their rooms and give them access to the internet. Eight out of nine Parents were concerned about the amount of time spent on phones and computers.

6. Discussion

The thematic data analysis confirmed what was expected, demonstrating how substantially the daily lives of autistic children and their families had changed. One of the study's main conclusions was that, despite the kids' high levels of adaptation, they showed a variety of emotional, psychological, and behavioural changes that were mainly caused by the disruption of the childrens' regular routines.(Orgiles, M. et al. 2020) As a result, parents were compelled to alter their child-care practices and replace the pre-pandemic experts who worked with their children (Tokatly Latzer, I., Leitner, Y. and Karnieli-Miller, O. 2021). The root causes of parental stressors were found to be this as well as the added professional and domestic work. Furthermore, our participants emphasised the value of specialists in their lives, such as teachers, learning support assistants, and mental health professionals who helped normalise their condition (Public Health England., 2021). Any external support was greatly appreciated by the participants. This is in line with earlier studies, no matter how small the contribution, it affected parents and their children in a positive manner. (Pisano, L., Galimi, D. and Cerniglia, L. 2020). The current study has also pointed out that single-parent households experienced a broader range of effects from both positive and negative measures, and the result is in line with (Berard, M. et al. 2021). In the current study, the majority of kids had more trouble with wearing masks and social distancing and less trouble staying at home, during all stages of the pandemic. For the purpose of comparing the two isolation periods, it should be noted that the parents varied from one another both in terms of the functional aspect of autistic children and in terms of parental involvement. Parents in Q1 felt great worry and concern about the 'new normal', although the worries were eased by the children with fewer behaviour problems and lessened workload. Q1 was a crucial time for kids who needed greater support because the total lack of external support led to problems, which then created additional anxiety for parents in dealing with the unprecedented situation alone. The study demonstrated that the online learning process was more effective for older and high-functioning children, but it also caused the emergence of insensitivity and reduced interest during Q2. Many in-person services parents used outside of school were discontinued, and this opened the door to the use of tele-interventions, which few of the families in this research had attempted and once who did, they were not satisfied by the results. Failure of tele-interventions has also been documented by other studies (Rubin, GJ & Wessely, S 2020). However, for the majority of the youngsters in our study, internet communication with their friends was only an option if they had experience with it in the past. Parents noted, however, that there were also signs of growth and progress due to spending more time interacting with them. Parents claimed that this is particularly true in the areas of communication and independent activity management. Indeed, the changes were mostly seen in younger kids, which is supported by recent studies and literature (Berard, M. et al. 2021) (Huang, S. et al., 2021) (Arazi, A. et al., 2022). Working parents appeared to have been under more strain; however, they also had more time to spend with their children, which gave them more self-assurance and improved coping skills. Lastly, a major issue for parents in our survey is how to set boundaries on technology use in a situation where prolonged screen time was associated with participation in education.

6.1 Research limitations

There were a few limitations to the study. The sample represented a small demographic, and the research sample was not randomly chosen. In addition, more questions could have been asked in order to provide a more in-depth analysis. Finally, having no real-time conversation with the participants did not allow the researcher to go deeper into the 'how' and the 'why' of the affairs.

6.2 Research ideas for the future

Information technology was the core aspect of the daily lives of children and parents alike. Therefore, research into the use of technology and how it can be used more efficiently by autistic children is the main recommendation of this study e.g finding the best telehealth and tele-interventions practices. More research is also required on single-parent families and how they can be better supported in similar situations needs to be found.

7. Conclusion and recommendations

The results of this study emphasize the importance of maintaining continuity of care for children with ASD while the pandemic is ongoing and potentially beyond. It is necessary to make efforts to enhance this population's access and quality of telehealth treatments and interventions, such as parent training programmes to address problem behaviours that arise in some children with ASD. The study's conclusions also confirmed the hypothesis that parents and children with ASD would experience a shift in everyday routine. Therefore, the primary reason for elevated stress in the carers was the interruption of regular daily routines. The contingency measures had a considerable impact on carers' already troubled work-life balance which included experiences of social stigma and the need for external support for their children. Lockdowns exacerbated the stress by concentrating all the activities in solitary space and time. Therefore, the parents require additional help during this new and uncertain situation. In order to help parents and their children to deal with potential barriers and the high levels of strain that are emerging, the government should create a structured strategy for an emergency event (such as a pandemic). Using telemedicine platforms will enable professionals to assess each child's unique needs and create the best crisis management plans. To address the new environment and the huge stress that parents and their children are experiencing due to the contingency measures, teachers and special educators must do more to include parents in educational processes and therapies. This will allow parents to deal with a similar situation more effortlessly. It is evident that the current investigation was unable to address all of the challenges and opportunities that emerged during the relatively novel crises. However, it did draw attention to the degree of change in the day-to-day lives of families with autistic children and identified significant issues they encountered. The current study's findings supports the importance of the parent or carer in the child's behaviours and expressions (Mitchell, P., Sheppard, E. and Cassidy, S. 2021) and the relevance of support services and education to autistic children's everyday lives.(Benderix, Y, Nordström, B & Sivberg, B 2006) It is impossible to determine if the pandemic's effects are purely beneficial or detrimental. There was a similar theme among all parents: lengthy compelled home isolation regimen increases parents' and youngsters' mental stress (Javed, B. *et al.* 2020).

Conflicts of interest

As the author of this study, I have no conflicts of interest to disclose.

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Comprehensive Excavation Toward the Mining of Gifted Students

Irma Mesiridze

Associate Professor; International Black Sea University;

Riyam Chaar

Abstract

Gifted students in inclusive classes need to be identified firstly so that teachers can cater for their needs as a second step. Many tools are available to help in that excavation process. The variety of the instruments available causes confusion for teachers since they cannot decide on the tool they should adopt to best detect the gifted ones they have in their sessions. This article aims at displaying the literature review of various tools on hand and then presents an explanation to the theory behind each. By reading this research, educators understand all the tests, instruments, and methods used to identify the gifted as they get guidance toward using the selection tool that best fits their gifted students' needs.

Key words: giftedness, identification, tests, instruments

1. Introduction

Gifted students are those who possess capabilities beyond their age level. (Costley , 2011). These students require programs to cater for their needs (Gallagher, J.J.; Gallagher, A. S., 1994). To be able to serve gifted students in schools, identification becomes a fundamental corner stone. Many tools are available out there (Davis, Rimm, & Siegle, 2014). Yet, the question still lies in what the best method in the selection process is. Adopting a tool that accurately identify gifted students is necessary to allow for equity in the learning opportunities.

2. Literature Review

The term "giftedness" has been defined in many different theoretical contexts. Galton (1892) defined giftedness as having a very high level of innate talent. Lewis Terman is credited with coining the term "gifted" for highly talented pupils in 1925, according to (Manning, 2006).   This application came after Alfred Binet's development of the first IQ test in the early 1900s. Renzulli's three-ring model of giftedness provides a justification of his theory. He contends that the combination of three elements—above average intellectual ability, task dedication, and creativity—is required for the emergence of giftedness. Notably, in contrast to many other models, his idea of giftedness does not require extraordinarily high IQ scores. A child might not be considered talented even if they had a very high IQ but showed little dedication to their work or creativity (Pfeiffer, 2015). As you may have spotted, the notion of giftedness has changed over time , and with this change instruments to identify giftedness evolved through out history .

2.1 Intelligence tests

As they are claimed to determine one's cognitive abilities, intelligence tests are one of the methods used to determine giftedness. These tests were developed more than a century ago and are now known as intelligence (IQ) or cognitive ability exams. Despite substantial advancements in research, revision, and re-norming, the initial assessments and present ones have many similarities .These assessments include measures of basic mental processing, such as short-term memory, information processing ability, and physical manipulation of objects to assess spatial reasoning, measures of more complex reasoning, such as verbal comprehension and vocabulary, as well as measures of basic mental processing (VanTassel-Baska, 2022).

Alfred Binet worked with Stanford University to build this tool. The instrument has undergone numerous revisions throughout the years, and today the fifth edition of Stanford Binet assessment SB5 is used on a global scale. The 10 SB5 subtests are equally divided between verbal and visual evaluations. The five aptitude categories that are assessed are working memory, visual-spatial processing, quantitative reasoning, fluid reasoning, and knowledge. For instance, math questions that are given as both word problems and numerical problems are used to assess quantitative reasoning (Davis, Rimm, & Siegle, 2014).

Wechsler's test, which was also developed in 1939 is another popular assessment. As a result, two new tests were developed: the Wechsler Adult Intelligence Scale and the Wechsler Scale for Children, which was designed to assess children between the ages of 5 and 16.

It is important to note that this tool compared a child's replies to those of other kids. This IQ comparison is known as a deviation, and the deviation will be converted to an IQ score. There are two domains in this assessment: the verbal component and the performance section, each with six subtests (Gal94).

Certain programs would just use the results of IQ tests to determine who they would accept, either accepting all students who scored higher than a certain level or selecting the top 3% to 5% of students regardless of the precise marks. (Davis, Rimm, & Siegle, 2014).

2.2 Creativity and creativity tests

To begin with, creativity must show something original or innovative. Secondly, creativity must represent something that is not only distinct or one-of-a-kind but also worthwhile, beneficial, or culturally appropriate (Pfeiffer, 2015).

Creativity is the capacity to produce work that is both original and adaptive to the conditions of a task or scenario, or context appropriate,

according to Lubart, Besançon, and Barbot (2011) and Yamin (2012).Divergent exploratory thinking and convergent integrative thinking, two mental processes correlated to potential creativity, were distinguished by Lubart, Besançon, and Barbot (2011).Divergent-exploratory thinking is defined as the ability to produce a broad variety of unique elements in response to a stimulus. The outcomes of the procedure allow for the quantitative measurement of a number of concepts implied by creative thinking. Examining divergent-exploratory thinking primarily focuses on determining the quantitative indicator of fluency. Convergent-integrative thinking refers to the ability to articulate or integrate multiple parts into a single, cogent totality. It is possible to compare all of the products that result from these experiments (Yamin, 2019).

While not being used in the past to identify brilliant individuals, creativity assessments are now common and are seen as crucial to the method for determining exceptional students.

Torrance tests

The Torrance Test was developed on the Guilford paradigm, which distinguished between creative and divergent thinking (Polland, 1994). The TTCT battery, which has two variants, A and B, is entirely made up of the Verbal and Figural components (Abdulla Alabbasi, Paek, Kim, & Cramond, 2022).

There are benefits to the Torrance Exams and other related divergent thinking examinations; at the very least, many responses are encouraged. But they go beyond that, displaying discrimination and undermining the very traits they are intended to assess (Polland , 1994).

Evaluation of potential creativity

This battery was originally created by a research team at the Descartes University in France and used on French elementary students to assess their potential for creativity. This tool was later translated into numerous languages, including English, Arabic, German, Turkish, Slovene, and Chinese. This instrument stands out from the competition because of its dynamic norms, which are lacking in earlier creativity tests provided by other academics. As a result of the quick changes in our environment, what appeared like an innovative idea a years back may no longer be such today due to their static nature, rubrics should be updated frequently (Yamin, 2019).

This evaluation focuses on how well students do on the two types of thinking: divergent exploration thinking and convergent integrative thinking. The test consists of 8 verbal and graphic activities that must be completed in 90 minutes. Judges must be instructed on how to administer the test, how to evaluate or compute the raw scores, and how to put the information on a digital system that will turn the raw scores into standardized ones and produce the final student profiles. To put it briefly, EPoC seeks to place a child in a context of creation, after which, the raw ratings transform into standard scores to reveal children's untapped potential (Yamin, 2019).

2.3 Standardized achievement tests

Achievement exams are used to gauge students' levels of development and their understanding of specific subjects like reading, math, and language as well as their proficiency in those subjects. Using standardized assessments is significant because it compares pupils' performance with others their age across the nation (Davis, Rimm, & Siegle, 2014).

2.4 Teachers' nomination

Baser (2016) asserts that classroom instructors' recommendations have a significant role in the selection of gifted students in classes for appropriate gifted child programs.

In reference to George (2000), a bright student might put a teacher to the stress by asking difficult questions and drawing a conclusion without following the instructions provided in the lesson plans, which will act as a blueprint for the instructor in the selection process. The teachers' experience and familiarity with gifted students and their education are also crucial selection criteria. The lack of expertise in gifted education in teacher preparation programs, according to Ford et al. (2002), might result in a loss of accuracy in the detection phase and a misreading of giftedness's characteristics (Baser, 2016).

Scale for rating the behavioral characteristics of superior students

The Renzulli-developed Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) have been widely used in the US to identify pupils who may be gifted. The SRBCSS was initially released in 1976 to help students assess their areas of learning, motivation, creativity, creative ability, musical ability, dramatics, communication-precision, communication-expressive, and planning. It includes details on the validity and reliability of ten different scales. The 6-point rating scales can be used by teachers and other members of the school staff to assess children for special programs. The reading, math, scientific, and technology scores were created to assist teachers in identifying kids with skills in particular fields, according to (Renzulli, Siegle, Reis, Gavin, & Sytsma Reis, 2009).

2.5 Parents' nomination

Asking parents to participate in the nomination process can help kids act more comfortable when facing their parents, according to Tuttle and Becker (1983). When they are not under the burden of being accepted or rejected, they tend to show their full potential. Also, since parents pay more time with their youngsters, they will get to know them the best. However, Tuttle and Becker (1983) caution against the propensity of all parents to have their children labeled as gifted, therefore it is essential that checklists are accurate to reduce misunderstandings or incorrect nominations when providing them the chance to participate in the identification process (Tuttle & Becker, 1983).

The parents of the children are the people who know them best. For instance, only parents will be aware that a child learnt to read at age 4,

started speaking in sentences at age 2, drew the solar system at age 3, made music and works of art at age 4, and asked about the reasons for the Middle East conflict at age 5. Parent nominations are unfortunately not used as frequently as they could, possibly because educators are worried about familial prejudice. A clear determinant of their children's talent has been found to be their parents, nevertheless (Davis, Rimm, & Siegle, 2014).

2.6 Self-nomination

Because of their substantial artistic, creative, scientific, or other interests and talents, some motivated students want to participate in a specific program, but no one ever asks them about it. It's likely that professors are unaware of the creativity, uniqueness, and strong drive of their students. Self-nomination is especially suggested in the middle and high school levels, where social comparison may cause pupils to conceal their distinctive abilities. Self-nomination, according to Renzulli (1987), is the only identifying strategy he uses or suggests for use in high school (Davis, Rimm, & Siegle, 2014).

Self-nomination can also be addressed, provided that it is done in a way that keeps children safe from ridicule (Goodhew, 2009).

2.7 Peer nomination

It's easy for classmate to spot their gifted classmates. They work especially well at identifying gifted minority students, students from rural areas, and students with disabilities who my be poor (Davis, Rimm, & Siegle, 2014).

By quietly asking the class which students should be asked for aid with a particular task or who could assist us in creating an innovative machine, peer nomination can be used. Whom should we get in touch with to create our school's website? (Goodhew, 2009).

As noted by Banburry and Wellington in 1989, young children in kindergarten through third grade may find it difficult to evaluate the talents of their classmates. (Davis, Rimm, & Siegle, 2014).

2.8 Portfolio

For accurate appraisal, the portfolio is a useful tool. A portfolio is a purposeful collection of a student's work that demonstrates their growth, successes, and efforts in one or more areas, according to the definition provided by Paulson, Paulson, and Meyer in 1991. Student reflection, evaluation process, merit assessment criteria, and student involvement in choice of materials must all be demonstrated by the collection (Pfeiffer, 2015)**.**

3. Conclusion and Recommendations

Only a small percentage of academics still currently believe that a child's score on a single IQ or achievement test is a credible predictor of their lifetime capacity to make significant contributions. This is not to imply that IQ or achievement tests shouldn't be utilized as one of many criteria, however they shouldn't be used as the primary basis for choosing pupils for gifted and enrichment programs (Renzulli, Siegle, Reis, Gavin, & Sytsma Reis, 2009).

It is more crucial to recognize and make use of the capabilities of students whose ways of thinking may cause them to have behavioral or academic challenges or students from disadvantaged minorities whose talents may not be detected on standard IQ and achievement tests (Abdulla Alabbasi, Paek, Kim, & Cramond, 2022).

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Teacher's preparedness in using technology and e-learning resources for school students

Natali Amiranashvili, Invited lecturer at International Black Sea University, Georgia

Eliza Kintsurashvili, Ph.D. Candidate at International Black Sea University, Georgia

Mari Makharashvili, Invited lecturer at Georgian National University, Georgia

Tamari Gurgenishvili, Invited lecturer at Caucasus University, Georgia

Abstract

Technology integration in the classroom is seen as an important educational innovation to enhance teaching and learning processes in the 21st century. Teacher motivation has been seen as a critical prerequisite for successful technology integration in the classroom. The purpose of this study is to explore the importance of technology integration in the teaching and learning process, to determine the extent teachers integrate technology in the classrooms, and requirements for teacher technology skill development, and how administration supports teachers to use technologies in the teaching-learning process. The participants of the research consisted of teachers working at different private schools and higher educational institutions working in Georgia. In this study, a questionnaire was developed through google form to seek the answers to the research questions. The research findings indicated that teachers are ready and willing to integrate technologies in the teaching and learning process. Even though the majority of teachers point out that their classrooms are equipped technologically and have access to the internet, only a small number of them regularly use technologies within the teaching and learning process. They often encounter challenges regarding lack of ICT resources, technical problems, poor internet connections and reluctance of the administration to support them. It turned out that adequate training on technology integration is vital to be provided for teachers on a regular basis to update their knowledge and skills. Hence, it is highly recommended to offer teachers various compulsory training and seminars on technology integration in order to equip them with sufficient knowledge and skills. This will allow them to deliver technology-based lessons and equip learners with the necessary 21st century skills.

Key words: *Technology integration, Technology-based lessons, ICT, 21st century, Administration, Classroom.*

1. Introduction

Technology has developed and is now useful in the sphere of education's modification of teaching tactics and approaches. The applicability of it for dispensing to kids was made known to teachers. The 21st century has seen significant technical development. According to a (2013) research by Bahrami et al., one of humanity's objectives is sustainable development, which is built on knowledge and innovation in the digital era. As a result, teachers are better equipped to deliver consistent, high-quality instruction while using ICT as a tool for learning. Today's educators have difficulty in making the best use of these technologies when creating and distributing teaching and learning resources. Limitations in teachers' ICT expertise, according to Balanskat et al. (2006), make them uncomfortable about utilizing ICT in the classroom and less confident about using it in their classroom.

It is now possible for users to choose which technologies to use and how to use them thanks to widespread practices on the use of information technology for recreational and educational purposes. Technology adoption and usage, sometimes known as "user acceptability," has grown to be one of the most studied topics in the literature on information science (Agarwal & Prasad, 1999 & Smarkola, 2007)

Computers, instructional technology, and similar tools must be utilized by teachers who acquired professional training and are aware of what lies ahead. It is very important for teachers to have high-quality, ongoing assistance while using technology in the classroom. Finding answers to the topic of what kinds of procedures and activities may be employed to offer educators ongoing assistance for the integration of technology in learning settings is thus important and required.

The general education system is developing, including the professional training and development of teachers to use technology in the classroom (Ottenbreit-Leftwich, et al., 2012). However, it is also inefficient to spend limited resources on information technology gear and software without funding teacher professional development (Biancarosa & Griffiths, 2012)

Experience from information-based, industrialized and developing nations around the world has shown that teacher training in the use and application of technology is increasingly important in determining the improved performance of students in terms of skill development and knowledge acquisition made possible by technology.

2. Research questions

1. How important is technology integration in a classroom?

2. How much do teachers integrate technology in the classroom?

3. Is technology integration in a classroom supported by administration?

4. How receptive are educators to utilizing technology in the classroom?

5. What are the requirements for teacher technology skill development?

3. Literature review

According to a research by Bahrami et al. (2013), sustainable development is one of the aims of humanity and is built on information and creativity in the digital era. IT improves the various technologies' accuracy and speed for consumers. Since 40 seconds on average pass between the creation of an IT, science magazine, general favorite resource, entertainment, educational resource, virtual education, and weblog, education plays a significant role in the advancement of these technologies. As a result, increasing these changes is based on paying closer attention to the educational concerns. One of people's basic demands in the modern day is education. The first fundamental necessity of a civilized society in the 21st century is education that is improving the skills to change the key talents and instruments for dealing with the world's difficulties.

Information, communication, and technology (ICT) integration in education refers to the use of computer-based connectivity that is integrated into the regular instructional process in the classroom. Teachers are viewed as the primary participants in integrating ICT into their regular classroom activities in addition to educating pupils for the prevailing digital era. This is a result of ICT's capacity to provide an active and dynamic teaching-learning environment (Arnseth & Hatlevik, 2012).

The greatest educational technology allows instructors to accomplish a lot more with few resources (Kukulska-Hulme, 2012). Dynamic contact between students and their professors is made possible through communication networks like Tumblr, Facebook, and Twitter (KukulskaHulme, 2012). Mobile applications that offer lesson plan databases and grade written student work are among the technologies that empower teachers. Therefore, the educational institutions must actively monitor what motivates instructors and eliminate those that are deemed ineffective (Kukulska-Hulme, 2012). Second, instructors should include the use of technology into their lesson plans.

The usage of technology has increased across all industries as a result of the epidemic. The same should apply to teaching. There are many programs and pieces of software that may assist instructors manage the additional responsibilities that come with working from home. The use of ICTs for education during the COVID-19 crisis and beyond, according to Montoya and Barbosa (2020), is a reality for which teachers and students must be better prepared. The current crisis offers an opportunity for government-led programs to encourage schools to try out new ways to connect with students, learn from other nations, and implement successful strategies into the normal delivery of education. Barron, et al. (2021) made the following statement in reference to this: "Despite the devastating effects of the epidemic, this worldwide catastrophe has also been an unparalleled opportunity for learning." We are discovering just how flexible and resilient educational institutions, decision-makers, educators, students, and families can be.

Existing educators must commit to include digital literacy and technology into their growth plans and, generally, their ongoing professional development (Kopcha, 2012). Professionals today need more than a single college degree to thrive in the erratic job market and shaky economy. The government's public agencies and private companies alike anticipate instructors to develop in their education, even if this involves earning a master's degree (Kearney, & Maher, 2013). Employers and the government must help teachers throughout their careers in using digital apps and technology to communicate current knowledge and information to the children.

4. Methodology

Throughout this study quantitative research methodologies have been employed. The quantitative, or positivist approach, to research methodology has its origins in the work of Auguste Comte. According to Elias (1978) Comte founded the positivist school of thought, which was based on the idea that studying society could be done in much the same way and with much the same methodology as studying the scientific sciences. Therefore, positivists believed it was feasible to empirically and objectively explore social behavior, statistically evaluate the resulting data, and connect it to other variables in a way that allowed one action to be linked to another action or the coexistence of another variable. Babbie (2010) argues that Quantitative methods place an emphasis on precise measurements and the statistical, mathematical, or numerical analysis of data gathered through surveys, polls, and other types of research, as well as the manipulation of statistical data that has already been obtained using computing methods. Quantitative research focuses on collecting numerical data and using it to understand a specific event or generalize it across groups of individuals. Louis Cohen (2007) notes that in these circumstances, using a quantitative approach is

advantageous since it places a strong emphasis on facts and figures and data analysis. He contends that quantitative approach yields scientific data since it is devoid of subjective opinion.

The study is based on survey design. Teachers from both public and private schools took part in it. Participants with at least two years of job experience were specifically chosen.

5. Results and analysis

Figure 1

46.9% of survey respondents are 31-40 years old. 18.8% of respondents are 50 years and more. 15.6% of respondents are 20-30 and only 18.8% of respondents are 41-50.

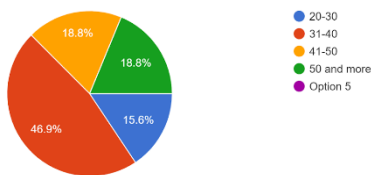1. Please, indicate your age/ გთხოვთ, მიუთითოთ თქვენი ასაკი
32 responses

Figure 2

According to accumulated survey data, 81.3% of respondents have 5 and more years of experience, whereas 9.4% from 4-5, 6,3% have 2-3 years of experience and 3.1% of respondents have 1-2 years of experience.

2. How many years of working experience do you have?/ რამდენ წლიანი სამუშაო გამოცდილება გაქვთ?
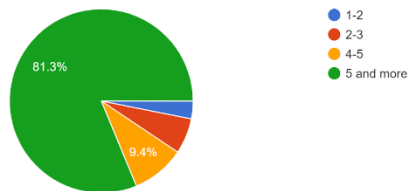32 responses

Figure 3

As observed, (68.8%) of the majority of surveyed teachers teach English. 10% of teachers teach Math, 6.3% of teachers teach Chemistry, and the same number (6.3%) of surveyed respondents are Biology teachers. 3,1 % of respondents are Georgian language teachers. Another 6.3% of respondents are teachers in other different subjects.

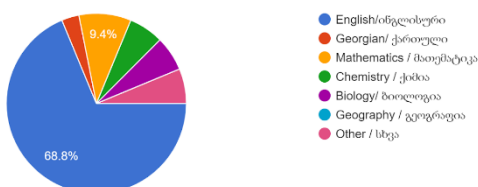3. What subject do you teach?/ რა საგანს ასწავლით?
32 responses

Figure 4

90.6.% of the respondents said that their classrooms are equipped with technology, whereas 9.4.% of the respondents said that their class-rooms are not equipped with technology.

4. Is your classroom in your school equipped with technology? / არის თუ არა თქვენი სკოლის
კლასი აღჭურვილი ტექნოლოგიით?
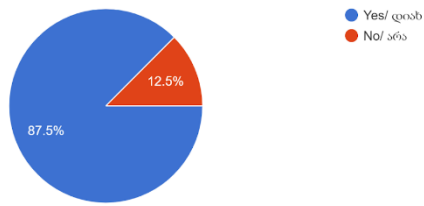32 responses

Yes/ დიახ
No/ არა

87.5%

12.5%

Figure 5

It was revealed that 90.6% of surveyed teachers have access to the internet at school. However, 9.4% of the respondents do not have access to the internet at school.

5. Do you have access to the internet at your school?/გაქვთ თუ არა წვდომა ინტერნეტზე თქვენს
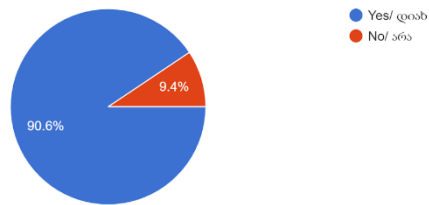სკოლაში?
32 responses

Yes/ დიახ
No/ არა

90.6%

9.4%

Figure 6

59.4% of the respondents think that they always use technology in the classroom, 18.8% of the respondents assume that they frequently need the usage of technology, whereas 21.9% sometimes use technology in the classroom.

6. How frequently do you use technology in your classroom?/ რამდენად ხშირად იყენებთ
ტექნოლოგიას თქვენს კლასში?
32 responses

Always/ ყოველთვის
Often/ ხშირად
Sometimes / ზოგჯერ
Never/ არასდროს

18.8%
21.9%
59.4%
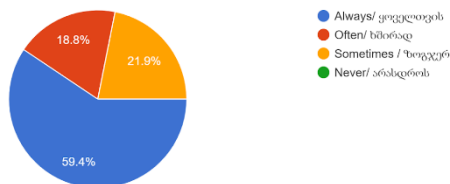
Figure 7

From the pie chart, it is illustrated that 50% use computers to access the internet. 37.5% of the respondents use laptops to access the internet. 9.4% of the respondents use Smartphones in the classroom. 3.1% of the respondents use the projector to access the internet in the classroom.

7. Which device do you use most frequently to access the Internet?/ რომელ მოწყობილობას
იყენებთ ყველაზე ხშირად ინტერნეტთან წვდომისათვის?
32 responses

Computer/ კომპიუტერი
Laptop/ ლეპტოპი
Smartphone/ სმარტფონი
Projector

37.5%
9.4%
50%

186

Figure 8

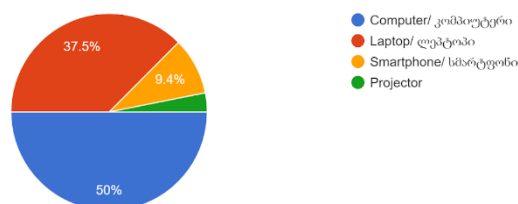The respondents were asked to rate how important it is to use technologies in the classroom with 1 being the highest in the ranking system. 46.9% evaluated them with 1 and considered that using technology is extremely important; 25% gave the evaluation of 2; 9.4% of the respondents ranked with 3, whereas 18.8% of respondents assumed that using technologies in the classroom is highly unimportant.

8. How important is it to use technologies in the classroom? რამდენად მნიშვნელოვანია ტექნოლოგიების გამოყენება საკლასო ოთახში?
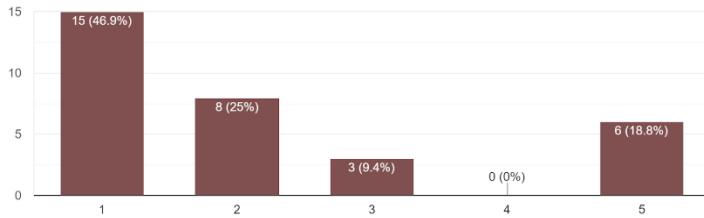32 responses

Figure 9

The respondents were asked to say if students are active in the classroom while using technology. 93.8% of the respondents cited that the students are active while using technology, and 6.3 % of the surveyed respondents considered that students are not active while using technology in the classroom.

9. Are your students active in the classroom while using technology?/ საკლასო ოთახში ტექნოლოგიების გამოყენებისას აქტიურობენ თუ არა თქვენი მოსწავლეები?
32 responses
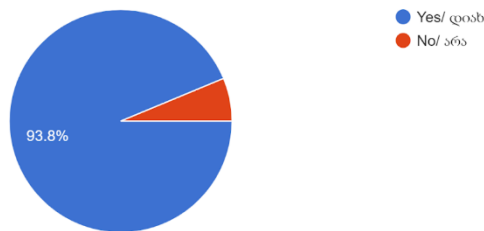
Figure 10

The next part of the survey shifted the focus to teachers' experience using online learning platforms. There were examples given: Kahoot, Mentimeter, Learningapps, Plickers, Powtoon, Liveworksheet, Ixl, and others. 43.8% of the survey respondents use Kahoot, 31.3% of the respondents use Learningapps,15.6 of the respondents use Mentimeter and 12.5% use Plickers. 31.3% of the surveyed respondents use Liveworksheets, 15.6% -ixl, 6.3%- Menticom, and most of the respondents use other online learning platforms in the classroom.

10. What online learning platforms do you use in the classroom?/ რომელ ონლაინ სასწავლო პლატფორმებს იყენებთ გაკვეთილზე?
32 responses
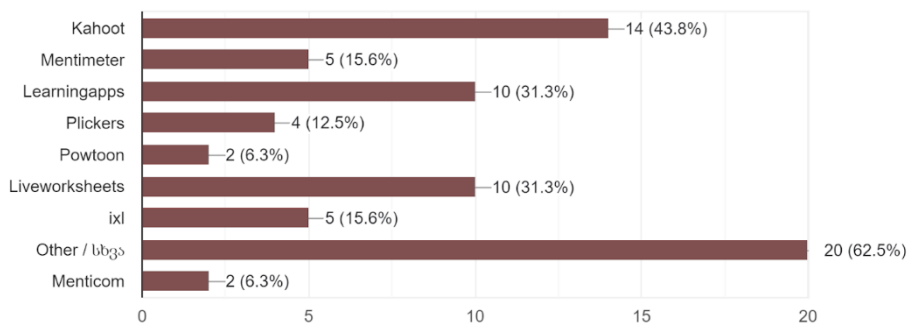
Figure 11

The majority of the respondents (96.7%) think that the students feel excited after technology-based lessons. However, 3.3% of the respondents considered that the students are uninterested in technology-based lessons.

11. How do students feel after technology-based lessons?/ რას გრძნობენ მოსწავლეები ტექნოლოგიაზე დაფუძნებული გაკვეთილების შემდეგ?
30 responses


● They are excited/ ისინი აღფრთოვანებულები არიან
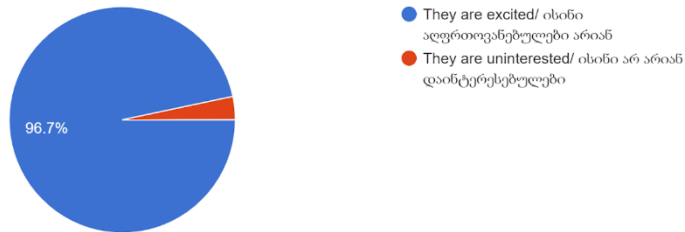● They are uninterested/ ისინი არ არიან დაინტერესებულები

96.7%

Figure 12

86.7% of the respondents mentioned that students hand in assignments using technology, whereas 13.3% of the surveyed respondents said that students do not hand in assignments using technology.

12.Do your students hand in assignments using technology?/ ასრულებენ თუ არა თქვენი მოსწავლეები დავალებებს ტექნოლოგიების გამოყენებით?
30 responses

● Yes/ დიახ
● No/ არა

13.3%

86.7%
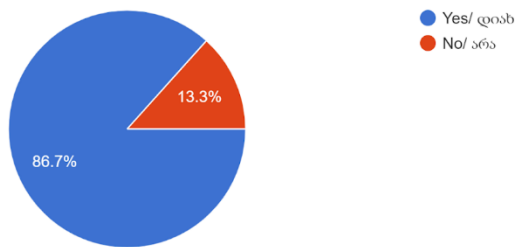
Figure 13

Teachers were asked to express their opinions about how the administration supports teachers' use of technology. Some teachers said that the school administration sometimes tries to help them. Teachers considered that the administration has enthusiasm but they do not have enough finances in order to fully support them. Some school teachers said they are provided with seminars, and different kinds of training related to technology. Others claim that they themselves deal with all the issues that they are facing during integrating teaching with the help of technology.

Among the 16 comments left, we find the following:

- Mostly

- They are trying to fill teachers' needs.

- Not supports

- They demand to use different platforms but teaching us how

- They do not ask us to use technology

- Sometimes

- They ask us to use different resources and they sometimes share some links

- They support the teachers

- They do not support

- Should improve teachers technology knowledge with training, seminars because using technology in education will be high quality

- Unfortunately, they don't, the teachers have to bring all the needed equipment and materials themselves

- The administration fully supports us.

- Offer guidance

- Administration consults the staff

- provide us with all necessary equipment

- They try to offer support

Figure 14

As for the frequency of the attendance of the training related to technology integration in the classroom, it was revealed that 50% of the survey respondents sometimes attend this training, 30% of the respondents rarely attend, 16.7 % of the respondents frequently attend the training related to technology integration in the classroom, 3.3% of the respondents never attend technology related training.

14.How often do you attend training related to technology integration in the classroom?/ რამდენად
ხშირად ესწრებით ტრენინგებს ტექნოლოგიების კლასში ინტეგრაციასთან დაკავშირებით?
30 responses

- Frequently/ ხშირად
- Sometimes/ ზოგჯერ
- Rarely/ იშვიათად
- Never/ არასდროს
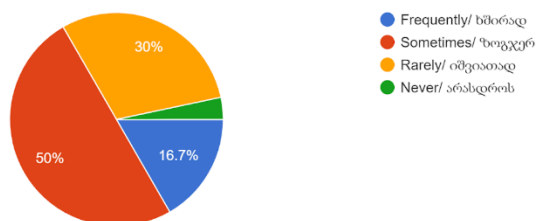
Figure 15

Based on the results, the challenges that the teachers face while integrating technology in the classroom are diverse. There are teachers whose classrooms are not equipped with computers. They do not have enough recourse to use in the classroom. Teachers complain about poor internet and some technical problems. Other teachers said that although in most cases students feel excited because of using technology, there are some cases when they misuse technology and soon lose motivation. Teachers assume that novelties should be introduced by the heads, however, it is rarely done.

Among the 19 comments left, we find the following:

- Nothing much

- When I face a challenge, I always try to overcome it.

- Not have computers

- How to use different resources on lessons

- We don't have challenges since we rarely use technology in the classroom

- There are not many resources in my subject

- Challenge is when the internet cable is broken and it's not fixed on time.

- Poor internet, some technical problems etc

- Students misusing technology

- Teacher knowledge and professional development.

- It depends on the age of the students, sometimes young learners get too excited with technologies; the other issue is that the internet connection might be unstable or the equipment might no work properly

- More seminars/ trainings

- Technical problems, and not enough time.

- Keeping up with changes

- More training from administration

- Slow internet

- Technical problems

- Novelties have to be introduced by the heads, however it is rarely done

- Poor internet connection

6. Discussion

Teachers' education programs are designed to prepare teachers to enter the classroom as full-time teachers. However, teachers' preparedness in using technology and e-learning resources for school students is generally not an area of focus. This research concluded that there are still teachers whose classrooms are not equipped with technologies and do not even have access to the Internet. However, most teachers claim the necessity of various technology tools and devices to accelerate the studying process in their classes. As it turned out for some teachers, converting the learning material into e-learning resources provoked some difficulties and challenges because of the lack of training and some technical problems. The challenges of e-learning included participants' frustrations of being overworked and overwhelmed with technical problems associated with downloading online materials and applications. Teachers were complaining about the process which was lengthy and cumbersome. As it turned out, there is also a lack of full support from the school administration. The results showed that teachers would like to be supported with seminars and more training in order to adapt to the technological classrooms and express their preparedness in using technology and e-learning resources for school students properly.

The major takeaway from the teachers' survey was that the school administration would probably be more involved in teachers' training programs related to the usage of technology and be more attentive in equipping classrooms with technologies.

7. Conclusion and Recommendations

The systematic review of the results affirms that teachers exhibit adequate acceptance of technologies in the teaching-learning practices and assist learners in acquiring learning objectives in several ways, which is why inevitable at all educational levels. Even though majority of teachers point out that their classrooms are equipped technologically and have access to the internet, only a small number of them use regularly technologies within the teaching and learning process. Teachers mention that they face a lot of challenges when it comes to using technologies in the classroom, including lack of ICT resources, poor internet connection, technical problems, lack of support from the administration, inadequate time, unclear policies, lack of professional trainings on integration of technologies in the teaching and learning process which hinders the delivery of technology-based lessons. In this context, concerned authorities should work on the needs and gaps which hinder educational practices from effective technology integration to acquire maximum benefits from technology-integrated teaching and learning. Incorporating technology into teaching can be fun, appealing, and interactive for the teacher and student. It was observed that teachers see the necessity of technology-based lessons and express readiness to use technologies in their classes, however, they need further support from the concerned authorities. The concerned authorities should support teachers with sufficient resources, knowledge and skills in order to integrate technologies in the teaching and learning process successfully. Students today are very comfortable with the use of technology, especially in a learning environment. Technology added to the learning environment enhances student learning, engagement, and learning outcomes. Therefore, teachers should be provided with all necessary equipment, knowledge and skills in order to deliver technology-based lessons and develop 21st century skills in their learners.

Despite the existing challenges, the following recommendations could be put forward to both school administrators and the concerned authorities:

Various compulsory seminars and trainings should be organized by the concerned authorities in order to upgrade and update the teachers' efficiency and knowledge about the importance of technology integration;

Schools need to be more willing to offer teachers professional trainings on integration of technologies and e-resources into teaching-learning process;

There should be a separate unit at school which will monitor the non-stop usage of the internet, ensure eradication of technical problems and timely provision of technical support;

More funds need to be allocated by the concerned authorities to equip the classrooms with necessary equipment which will facilitate the delivery of technology-based lessons.

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The Impact of Parental Involvement on Child's Academic Performance at Private School in Georgia

Natali Amiranashvili, Invited lecturer at International Black Sea University, Georgia

Abstract

The significance of parental involvement, commitment and active participation in children's education has been documented extensively in recent years across the globe (Desforges & Abouchaar, 2003). This qualitative and quantitative research is designed to investigate how parental involvement will affect their children's academic achievement. In the process of examining the relationship between parental involvement and children's academic performance, 42 participants of 10th, 11th, 12th grade took participation from private school, they were required to answer the survey question by using Google Forms. The effects of family background and home environment are measured and recognized in this research. The findings of this study represent a statistically significant associative relationship between parental involvement and children's academic achievement. In addition, this research also indicates that parental involvement brings a dominant effect on the academic achievement of the children.

Keywords: Parent Involvement, Academic achievement, Academic performance, GPA

Introduction

Mandela (2003) noted that education is a potent tool for effecting change in the world. It ensures a promising future. As Jesse (1997) affirms, family engagement is a crucial predictor of academic achievement in children. Various factors such as family, peers, educators, learning environment, religion, cultural background, parental occupation, etc., can influence a student's academic performance, and family support is a vital component that contributes to academic success and secures a child's future.

The role of parents carries significant responsibility within a family. Mahatma Gandhi once stated that "Every home is a university and the parents are the teachers," highlighting the importance of parents' influence on their children's lives. Parents serve as the closest people to their children and have a significant impact on their academic decisions. The term "parental involvement" is often associated with support for their children's education and involvement in school activities. Parents must take on the responsibility of providing their children with the necessary tools to succeed in the future. Family involvement is a critical component of academic success and serves as a pathway to a better future.

Research conducted by North Carolina State University and University of California-Irvine reveals that parental involvement in their children's academics has a more significant impact on their academic performance than the effort expended by the children themselves. The more parents connect with their children's education by inculcating knowledge, the greater the positive impact on their academic achievement. Family involvement brings positive effects at all life stages, including boosting children's self-esteem and self-reliance. During high school years, parental support and motivation can significantly impact a student's decision to graduate or drop out. If parents emphasize the importance of education and discuss the benefits of pursuing a college degree, their child may be more likely to continue their education beyond high school.

Problem Statement

In this age of modern technology, family background and involvement in children's education have become a hot topic of discussion among researchers. The structure and background of a family are undergoing constant change, and parents are more focused on their careers than their children's education. Parents tend to forget that they play a crucial role in ensuring every child achieves in their academics. Lack of connection between the school and parents also contributes to this problem. Schools have not created an enriching environment between both parties for parents to actively participate in academic activities. The purpose of this study is to investigate how family background and involvement can affect a child's academic achievement.

Purpose of the Study

This research is significant as it offers additional evidence that student achievement is directly correlated to parental involvement. This study will benefit not only students but also parents and schools. Parents will be proud when their children excel in their academic achievement. Additionally, this research will benefit society as the more parents involved in the process of imparting education to their children, the more productive and responsible members of society they will become.

Research Questions

1)   What is the relationship between parental involvement and children's academic achievement?

2)   What are the effects of parental involvement on student's academic achievement?

Literature review

Numerous studies have documented the significance of parental involvement in children's education. A study conducted by Muhammad et al. (2003) explored the effect of parental involvement in the academic performance of children. The research included 150 students of 9th grade of secondary schools in Allama Iqbal Town, Lahore city. Researchers used a family involvement questionnaire to gather data on parental

involvement in their children's academic performance. They also collected students' grades from their teachers to analyze the data. The results showed that parental involvement has a significant positive effect on children's academic performance. The more involved parents are in their children's education, the better their academic achievement. This research highlights the benefits of parental involvement for parents, children, and schools.

Another study conducted by Turner (2012) aimed to investigate the impact of parental involvement on children's educational development and learning outcomes. The study was conducted in five towns in Karachi, with 20 secondary school students (boys and girls) from each town. Parents and students were surveyed using structured and unstructured questionnaires to collect data. The survey questions were similar to those used in a study conducted by Muhammad et al. (2003), which focused on parental involvement and academic performance. The results of Turner's study showed a significant positive relationship between parental involvement and children's academic performance. Thus, parental involvement has been identified as a crucial factor in children's academic outcomes.

Both studies showed that parental involvement has a significant impact on children's academic performance and that increased involvement leads to better academic outcomes. The two studies are related and support each other's findings. Turner's study, which had a larger sample size and was conducted in multiple towns, is considered more accurate than Muhammad et al.'s study, which focused on a single location.

It is commonly believed that the academic success of students is not solely dependent on the quality of schools and teachers, but also on the parental background of the students. Kapinga (2014) conducted a study to investigate the impact of parental background on student academic achievement. The study involved 4752 senior secondary school students in the Obio/Akpor Local Government Area of Rivers State. A structured questionnaire called the Students Parental Background Variable Inventory (SPBVI) was used to collect data, and four research questions and hypotheses were tested to determine the significant relationship between the independent and dependent variables. The results of the study showed a positive relationship between parental socioeconomic status, family size, educational status, parents' income level, and students' academic achievement. Therefore, based on this study, it can be concluded that parents should strive to improve their socioeconomic status and control their family size, among other factors, to positively impact their children's academic achievement.

Parental involvement plays a crucial role in the academic achievement of children, and this is particularly true for parents with higher socio-economic status. Parkash & Rani (2016) conducted a study to explore the relationship between parental involvement and academic achievement in private and government schools. A structured questionnaire was administered to 360 students from both types of schools, and they were asked to provide their semester GPA. The results of the study showed that the relationship between parental involvement and academic achievement was stronger in private schools than in government schools. This is because parents of private school students provide better facilities and pay more attention to their children's education, while parents of government school students have limited resources, knowledge, and traditional attitudes that limit their involvement. Therefore, it is important for parents to provide a positive home environment and a conducive study environment for their children and to pay attention to their children's needs.

Both studies support the idea that a family's socioeconomic status, parents' income level, and background can significantly impact a student's academic achievement. Kapinga's (2014) study found that a parent's socioeconomic status can positively affect their children's academic achievement as it provides access to resources. Similarly, Parkash & Rani's (2016) study showed that a positive home and study environment can also contribute to academic achievement. In summary, a good home environment and positive parental attitudes are strongly related to high levels of academic achievement.

Parents have a crucial role in shaping their children's lives and preparing them for success. Fan & Chen (2011) conducted a study to explore the relationship between parental involvement and school motivation across different ethnic groups. The study used a structural equation modelling approach to examine the links between parental involvement and student school motivation. The findings showed that good attenders were more likely to perceive their parents as involved in their education and to complete their homework. Poor attenders, on the other hand, tended to avoid classwork. Therefore, parental involvement can significantly impact a child's attitude towards academic performance.

Similarly, Castro et al. (2015) conducted a study to examine the relationship between parental involvement and academic achievement. The study involved 1045 students from kindergarten, primary, and secondary schools. The results showed that parental models focusing on general supervision of children's behaviour and attitudes were most strongly linked to high achievement. However, the strongest associations were found when families had high expectations for their children and maintained communication with them about school activities.

Both studies suggest that parental involvement in education is crucial for children's academic success and well-being. When parents are involved in the education process, children tend to have better behavioural and attitudinal outcomes. Sheppard (2009) argues that education and social welfare services should take these findings into account to increase both children's school attendance and attainment.

Parental involvement in a child's academic performance is considered a form of social capital, and the type of involvement can have different effects on a student's attitudes, behaviors, and achievements. McNeal (2014) conducted a study to investigate how different forms of parental involvement can affect a child's achievement, focusing on parent-child involvement and parent-school involvement. The study included 12,101 participants and was divided into two waves, 8th and 10th grade. The findings showed that parent-child involvement had a stronger association with student behaviors and attitudes than parent-school involvement. Therefore, parent-child discussion and the magnitude of parent involvement have strong positive effects on a student's attitudes and behaviors.

In contrast, Marshall et al. (2014) proposed a theoretical model that separates parent involvement into parent-child involvement and parent-school involvement, investigating how each affects a student's achievement. The study was conducted in the United States with eight schools and 5,932 students, using a national survey to estimate hierarchical models to test direct and indirect effects of parental involvement on student attitudes, behaviors, and academic outcomes. The findings confirmed that parent-child and parent-school involvement practices have different effects on a student's academic performance and indirectly affect student achievement.

Overall, both studies found that parental involvement plays a role in influencing a student's attitude and behavior. McNeal (2014) concluded that parent-child involvement has a greater influence on a student's academic achievement than parent-school involvement, while Marshall et al. (2014) found that different forms of involvement bring different outcomes, but did not compare the two types of involvement directly.

A family is a fundamental social unit in any society and plays a significant role in shaping a child's early experiences and development (Collins, 2007). Egunsola et al. (2015) conducted a study to investigate the relationship between parental marital status, family type and size, and academic performance of students. The study included 8,548 students who were provided with a designed questionnaire titled Home Environment Factors and Students' Academic Achievement Test (HEFSAAT), consisting of two sections. Correlation analysis was used to describe, analyze, and interpret the data. The results showed that parental marital status and family size were highly correlated with students' academic performance, and parental marital status had a significant influence on students' performances. Therefore, it was recommended that parents maintain intact marriage and family institutions for good parenting.

Similarly, Sun & Li (2011) compared children's academic performance among three types of non-disrupted and three types of disrupted families. The study used five waves of panel data from 8,008 children, and descriptive statistics of all dependent, independent, and intervening variables were used. The analyses found that children in non-disrupted families consistently made greater progress in math and reading performance over time than their peers in disrupted families.

Both studies clearly indicate that parental marital status is directly linked to a child's academic achievement. Egunsola et al. (2015) concluded that parental marital status had a high correlation coefficient and significant influence on students' academic achievement, while Sun & Li (2011) found that children from non-disrupted families showed a more positive academic growth curve than those from disrupted families. This suggests that children from nuclear families are likely to receive better attention, which can improve their academic performance. Emeke (1984) emphasized that the environmental conditions and nature of social interaction that occur in a family may have positive or negative effects on a child's academic achievement.

Current Study

The studies and research discussed in this context have established a connection between parental involvement, academic performance, academic achievement, family background, and student behavior and attitudes. Based on the past research on parental involvement in children's academic achievement, it can be concluded that parental involvement has a significant impact on children's education. Parents play a crucial role in ensuring their children's future, and their involvement acts as a driving force for academic achievement. However, there is still a lack of sufficient research on parental involvement in children's academic achievement. Therefore, the aim of this present study is to investigate how parental involvement in children's academics can have a positive effect on them. Based on the available evidence, it can be concluded that parental involvement does increase and enhance student outcomes and academic achievement

Methodology

Participants

During the process of gathering sufficient information for this research, a total of 42 participants were surveyed. The study will primarily focus on students from American International School-College Progress, rather than other schools. All the participants were Georgian students from grades 10, 11, and 12, and included both males and females.
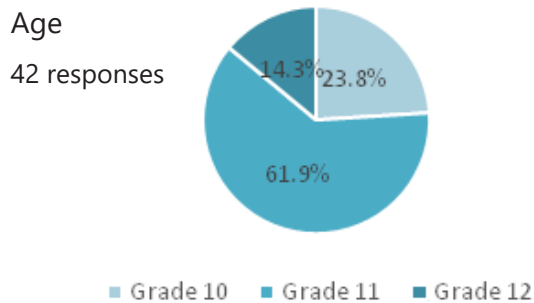
Diagram 1 – Grades of survey participants
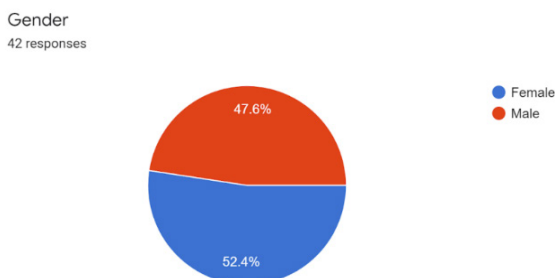
Diagram 2 – Gender of survey participants

Diagram 1 and Diagram 2 depict the demographic information of the participants in the survey, all of whom were students of American International School-College Progress. According to Diagram 1, 26 participants fell between the ages of 17-21 (61.9%), 10 participants were below 18 years of age (23.8%), and 6 participants were between the ages of 22-25 (14.3%). Diagram 2 shows that out of the total 42 respondents, 22 were females (52.4%) and 20 were males (47.6%).
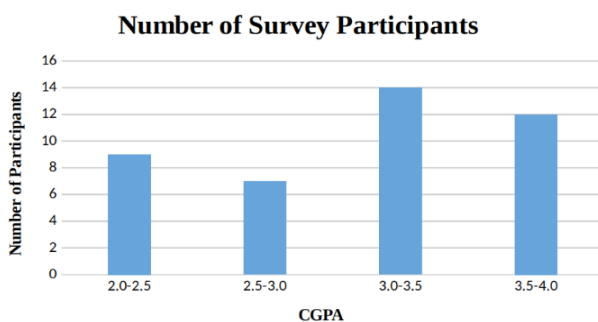
Diagram 3 – CGPA of survey participants

Diagram 3 displays the CGPA results of the survey respondents. The largest percentage of participants, 33.3%, scored within the range of 3.0-3.5. The second highest percentage, 28.6%, achieved CGPA scores between 3.5-4.0. 21.4% of participants scored within the range of 2.0-2.5, while 16.7% scored between 2.5-3.0.

Measures and Design

To gather data, a quantitative approach was used, which involved creating an online survey questionnaire using Google Forms. The survey included questions about the respondents' demographics, the frequency of their parents' involvement in their academic life, and the ways in which their parents were involved. These questions were designed to reflect the actions that parents take in their daily lives with their children. Respondents were asked to rate the likelihood of their parents performing these actions on a daily basis. The survey results were analyzed to gain a better understanding of the level of parental involvement in their children's daily lives. The purpose of this research is to determine whether the level of parental involvement in a student's education affects their academic achievement.

The survey consisted of 10 questions and could be completed in 3-5 minutes. The questions included multiple-choice, short-answer, and linear scale (Likert scale) questions. The Likert Scale used had 5 points, with 1 indicating "strongly disagree" and 5 indicating "strongly agree".

Procedure

All of the respondents completed the online survey, which was created and made available through Google Forms. The survey was conducted in two ways: by approaching random students on school campus and giving them the Google Form to complete, or by sending the Google Form link through social media platforms such as Instagram, the American school page, Facebook, and WhatsApp to school students.

Due to the survey's design, the data will be analyzed using measures of central tendency, Pearson's correlation coefficient, and statistical analysis. Pearson's correlation coefficient was used to measure the relationship between two variables in the data, such as the mean CGPA of survey participants and their parents' involvement in their academic career. Measures of central tendency were also used to calculate the mean CGPA of the survey participants.

Findings and Discussions

Overview

The aim of conducting this study is to investigate the correlation between parental involvement and children's academic achievement. To answer the research questions, a total of 42 responses were collected from participants through Google Forms. All participants were required to answer the following research questions:

1)   What is the relationship between parental involvement and children's academic achievement?

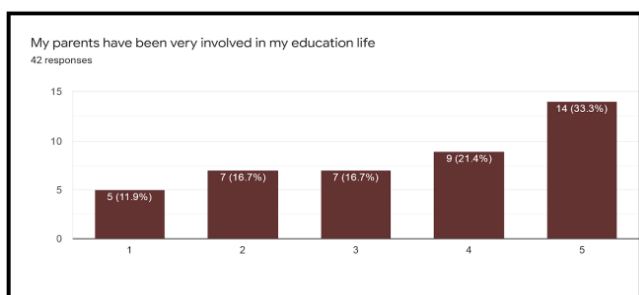2)   What are the effects of parental involvement on student's academic achievement?

Results

The survey question included a Likert scale, where participants were asked to rate their level of agreement on a scale from strongly disagree (1) to strongly agree (5).
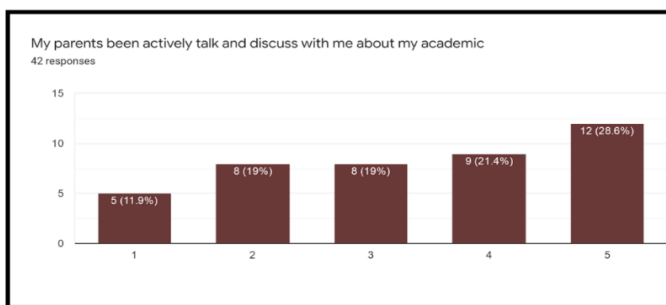

Diagram 5 - Parents talk and discuss with children about their academic

Diagram 5, which used a Likert scale, indicates that 12 (28.6%) participants strongly agreed that their parents often talked and discussed their academics with them. On the other hand, 5 (11.9%) participants strongly disagreed, indicating that their parents did not care about their academics. Additionally, 8 (19%) participants answered somewhat disagree, 8 (19%) answered neither agree nor disagree, and 9 (21.4%) answered somewhat agree.
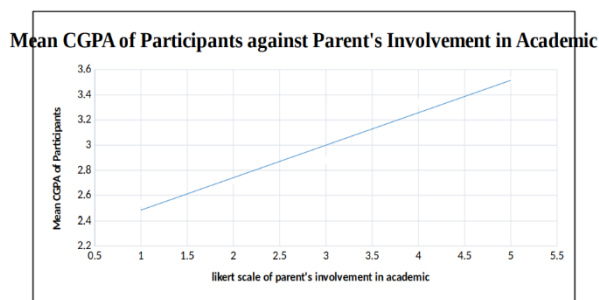

Diagram 6 illustrates the relationship between parental involvement in academics and the CGPA of participants.

The graph shows that participants who rated their parents' involvement as "1" had an average CGPA of 2.54, those who rated it as "2" had an average CGPA of 2.72, those who rated it as "3" had an average CGPA of 2.88, those who rated it as "4" had an average CGPA of 3.34, and those who rated it as "5" had an average CGPA of 3.52. It is evident from the graph that participants who rated their parents' involvement as "5" had a higher average CGPA compared to those who rated it as "1".

Numerous studies conducted over the years have provided strong evidence supporting the idea that family involvement promotes academic achievement. Previous research, including studies by Emerson et al. (2012), Wilder (2014), and Hill and Tyson (2009), have highlighted the importance of parental involvement in a student's education as a key contributor to academic success. Other studies, such as those conducted by Zang and Carrasquillo (1995), Muhammad et al. (2003), and Turner (2012), have also shown that parents play a crucial role in laying the foundation for their children's learning and that parental involvement greatly influences academic outcomes. Hargreaves (2002) further reported that children with involved parents tend to have fewer problems and better academic performance.

The data presented in Diagrams 4 and 5 indicate that most parents are involved in their children's academic careers and also discuss their academics with them. Additionally, the findings in Diagram 6 demonstrate the positive effects of parental involvement on participants' CGPA, with a strong positive linear relationship (r = 0.98) between parental involvement and CGPA. Therefore, it is evident that parental involvement in children's schooling is a crucial and positive factor that contributes to academic achievement, and the more involved parents are in their children's academic careers, the higher their children's CGPA.

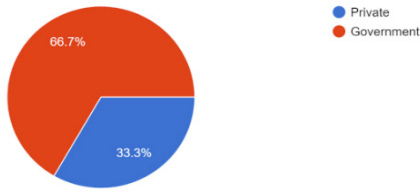Studied in private secondary school or government secondary school?
42 responses

Diagram 7 - Secondary school of survey participants

The survey included a multiple-choice question asking participants about the type of secondary school they attended. Diagram 7 displays the results, indicating that the majority of participants, 28 out of 42 (66.7%), attended government secondary schools, while 14 out of 42 (33.3%) attended private secondary schools.

Did your parents provide facilities that helps you with your education?
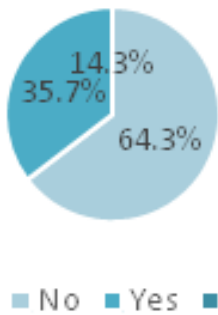
Diagram 8 - Provision of facilities by parents to their children

Diagram 8 presents the results of a survey question asking participants if their parents provide facilities to support their education. Out of 42 participants, 31 (64.3%) answered "yes," while 11 (35.7%) answered "no." Interestingly, all 14 participants (100%) who attended private secondary schools answered "yes," while the majority of participants who attended government secondary schools also answered "yes."
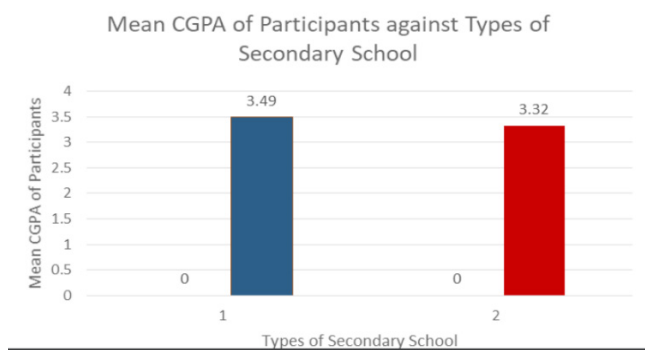
Diagram 9 - Provision of facilities by parents and CGPA of the participants

Diagram 9 displays the results of data collected and analyzed from survey responses regarding the average CGPA of participants whose parents provided facilities for their education. The blue bar chart represents the participants whose parents provided facilities, with an average CGPA of 3.49, while the red bar chart represents participants whose parents did not provide facilities, with an average CGPA of 3.23. The data indicates that students whose parents provide facilities perform better academically than those whose parents do not. Additionally, the graph shows that the average CGPA of participants who attended private secondary schools is higher than those who attended government secondary schools.

All the findings presented in Diagrams 7, 8, and 9 are supported by previous studies and literature. The data suggests a strong positive linear relationship between parental provision of facilities and the average CGPA of participants. As demonstrated in Diagrams 7 and 8, all participants who attended private secondary schools were provided with sufficient facilities for their education, which likely contributed to their better academic performance compared to those who attended government secondary schools.

Parents' marital status

42 responses
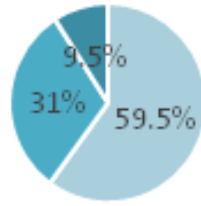
■ Married ■ Divorce/Seperated ■ Widowed

Diagram 10 - Parent's marital status

Diagram 10 provides information on the marital status of the survey participants' parents. The majority, comprising 59.5% or 25 participants, had married parents. Meanwhile, 31% or 13 participants had divorced or separated parents, and the remaining 9.5% or 4 participants had widowed parents.

MEAN CGPA OF PARTICIPANT AGAINST PARENT'S MARITAL STATUS
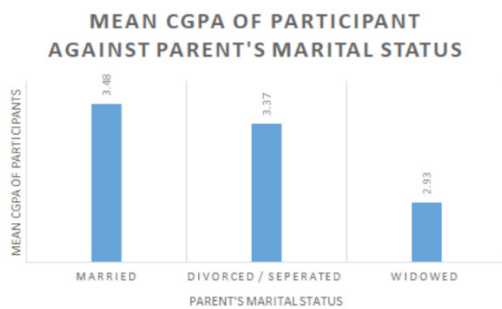
Diagram 11 - Effects of parent's marital status on children's academic achievement

Diagram 11 is a bar graph that displays the relationship between the marital status of the participants' parents and the mean CGPA of the participants. The graph indicates that participants with married parents had the highest average CGPA of 3.48, while participants with divorced or separated parents scored an average CGPA of 3.37. Participants with widowed parents had the lowest average CGPA of 2.93. This suggests that participants from nuclear families tend to perform better academically than those from single-parent families.

Research has shown that the academic achievement of children from single-parent homes may vary compared to those from intact homes, and children from nuclear families tend to perform better academically than those from single-parent homes (Uchena, 2013). Frazer (2001) suggests that the psychological conditions of the home, such as illegitimacy, adoption, broken homes, divorce, and parental deprivation, can negatively impact a child's academic performance. However, it is important to note that there are still some children from single-parent families who perform better academically than those from two-parent families (Aijlia and Olutola, 2007).

The findings from Diagrams 10 and 11 align with previous studies that have explored the relationship between parent's marital status and children's academic achievement. Diagram 11 suggests that parent's marital status can influence a child's academic performance, with children from married parents performing better on average. The results indicate a positive significant relationship between parent's marital status and children's academic achievement. It is crucial for all significant others, including parents, to provide a healthy, peaceful, and conducive home environment for the educational growth, development, and progress of their children in school and in life generally. Therefore, the physical and psychological conditions of the home environment can impact a child's academic performance.

Conclusion

After careful consideration and data analysis, the findings have led to the following conclusions. Results showed a strong positive correlation between parental involvement and children's academic achievement, as indicated by Pearson's correlation coefficient. Therefore, families who are involved in their children's education tend to have higher educational achievement than those who are not involved. This confirms that parental involvement in academics plays a crucial role in a child's academic career.

The study found that parental involvement in academics has positive effects on children's academic achievement. However, the study also revealed that different parental marital statuses can have varying effects on children's academic achievement, and the impact that parents have on their children's academic achievement transcends income levels and social status. This implies that different levels of parental involvement can affect a child's academic achievement differently. Overall, the findings of this study align with those of previous studies and are considered reliable.

Limitations

The study faced several limitations, including the inconsistency in defining the concept of parental involvement in different studies, which made it difficult to interpret the research results. Another limitation was the specificity of the questions asked to determine parental involvement and children's academic achievement. The study also lacked depth and qualitative answers as the data collection method was only in the form of a survey, mostly answered with Likert scales. Additionally, due to the limited time frame, the study had a small sample size, which may have resulted in inaccurate final results due to insufficient data and information. Moreover, the study focused only on one university, and therefore, the findings may not be trustworthy for generalization.

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"Political market" as a system-forming metaphor of modern political discourse

Medea Nikabadze (Akaki Tsereteli state University, Georgia)

Political discourse is full of different types of metaphors: militaristic, theatrical, sports, anthropomorphic, criminal and others. They perform the function of categorization, conceptualization, modeling, evaluative orientation and interpretation in political reality. The strengthening of the role of metaphors in social communication indicates a significant change in the political life of society, the methods of conceptualizing reality and values. The orientation of market values became dominant in the cognition of citizens, whose discursive-conceptual core is the metaphor of the political market. The wide spread of the market metaphor is not only a natural response to the challenges of global marketing, but also the result of the organized introduction of the marketing paradigm of the values and behavior models of the consumer society into the conceptual sphere of mass cognition.

It should be noted that despite the frequent use of this metaphor in political discourse, the scientific tools that would legitimize its use as a theoretical-methodological basis in the development of political marketing have not yet been fully explored. The typology of political sub-metaphors that emerged from the market paradigm, as well as the typology of the political market itself, are not elaborated. The methodology of metaphorical modeling of political institutions in political discourse has been little researched. This article is devoted to the discussion of these issues.

Key words: political market, political metaphor, political marketing, political franchising.

General theoretical and methodological problems in studying the political market metaphor

The initial thesis for us is the hypothesis about the system-forming nature of the metaphor "political market" for modern academic political science discourse, as well as for the discourse of political communications in general. Important for our analysis is also the fact that the expansion of the market and marketing paradigm, and, consequently, the metaphor of the market, manifested itself especially widely and intensively in the process of development of communication systems. The metaphor of the market was revealed in the course of communication systems and technological processes. The above includes advertising, consulting, market-oriented public information media and PR structure.

The system-forming scientific metaphor allows the generation of knowledge from a well-studied field of cognition to a little-studied field, extrapolating experience from a generalized high theoretical level to a relatively low level.

System-forming scientific metaphor	
Political market	
A political product	Political marketing
- Political brand - Party design	- Political positioning - Political advertisement - Political PR - Political franchising

The basic status of the "political market" metaphor is emphasized by the fact that, with a consistent analogy with market relations, metaphors like "party design", "political franchising", "political marketing", "political capital", "party leasing", etc. acquire an important heuristic value.

Based on the experience of the metaphorical use of the term "market" in the political sphere, we can distinguish several approaches to the projection of the market paradigm on political sciences.

An important contribution to the analysis of the circular motion between the political sphere and the economy was made by the American economist, Nobel Prize winner in 1986, J. M. Buchanan, who saw the main similarity between economics and politics in the procedure for the market exchange of different values and goods.

"In the market, people exchange apples for oranges, and in politics they agree to pay taxes in exchange for benefits that everyone and everyone needs: from the local fire department to the court" [Buchanan 1997: 17].

Based on the market give-and-take paradigm, Buchanan formulated the theory of public choice, which includes the concepts of methodological individualism, "economical person" and political change. From the perspective of the theory, Buchanan dispelled the myth of the state, according to which the state has no other concern than the well-being of people. Concept "Economic man", according to Buchanan, shows that in the conditions of dominance of market relations, a person tries to make decisions that will benefit him more, that is, he behaves pragmatically-rationally. Market rationality has a universal character. This means that all political actors, from voters to presidents, are primarily guided by market logic when making decisions—the trade-off between maximum benefit and loss.

The second American political scientist J. Oldfraser, according to whom the moment of the game is central to the understanding of market relations, claims that the political market is a game of conquest for the realization of personal goals, which is carried out through democratic politics. However, the democratic political game reveals the losers, those who lost a lot and got nothing in return. The modern political market, as a part of our lives, is regulated by the state and competes with the personal welfare market in terms of development rates. However, in parallel with its development, a specific situation arose: "The system of state governance has become huge, so complex and static that it is almost impossible to change it, which is why many of us have begun to ignore it". The frustration of the society caused by the actions of the state is the reason for the generation of new goals of its development. If one objective is to present the state as a servant of the citizens, the second objective is that the citizens should be satisfied with the work of this servant.

Similarly, Jackson, the president of Spalding Group, an agency specializing in political marketing expresses an opinion in favor of the consumer interests of the voter. According to him, "the electorate looks at the statements of newspapers, public groups, leaders and other public figures with skepticism: the voter, in fact, chooses the following position: "If you want to get my favor and my vote, then give me something worthy of attention, something real, valuable , essential…" (Jackson, 2003).

Taking into account the merits of different concepts of the political market, in terms of creating its theoretical model, the systemic-communicative approach provides the greatest opportunity. In connection with it, the political market is presented as a political space, which represents a defined system of conditions and relations (political-cultural, legal, etc.). It is the guarantor of the communicative process of exchange of material well-being, it is based on the principle of competition between political persons acting in the distribution of power resources and different political decisions.

A logical question arises: what kind of political, cultural and legal conditions of interaction and relations between participants in the political market are system-forming? In the framework of the proposed approach, we single out the following points as key criteria for the development of the political market:

First, free access to the political market for new participants exercising passive suffrage (candidates, parties, electoral associations and blocs) is a sign of freedom of participation.

Secondly, free access to the political market for new participants exercising active suffrage (universal suffrage) is a sign of freedom of choice.

Thirdly, the absence of precedents for regulating political competition through the application of by-laws that contradict letter and spirit of the current legislation - a sign of political culture

Fourth, the existence of precedents for a radical transfer of power from one political force to another in the course of legal electoral procedures (over the past 15 years) is a sign of real competition.

Based on these criteria, it is proposed to distinguish three types of political markets and two subtypes.

The first, "proportional" type is the development of a political market, according to the scheme of an adequate competitive model of "polyarchy", the distribution of political resources between opposing parties and interest groups.

The second, "disproportionate" type is based, on the one hand, on rather weak grounds for traditional political opposition in a state that claims to be democratic; on the other hand, on the disproportionately strong foundations of the current government, capable of legally or semi-legally mobilizing a high level of resources in order to prevent political opponents from gaining power [see. Nezhdanov 2008].

The third, "conditionally proportional" type of political market de jure presupposes the existence of conditions for ensuring the competitiveness of political subjects. These conditions have a number of restrictions associated with either a disproportionate level of resources actually at the disposal of the current government and the opposition in the conduct of political struggle, election campaigns, the establishment of rules of political interaction unfavorable for the opposition, or with a non-free nature will of citizens.

Political practice inevitably leads the researcher to recognize the four typological foundations on which the developed political market rests. These are: freedom of participation, freedom of change, high political culture and real competition.

Party design: The role of metaphorical modeling

In the second half of the article, the methodology of metaphorical research is used in the analysis of political parties. Here, as an initial thesis, we consider the hypothesis that political parties, as structural elements and counterparties of the political market, play the specific role of a political trademark.

In the modern humanitarian and scientific discourse, the idea that all productive human activity is essentially a design is starting to spread widely. As a result, new concepts appeared next to already widely used technical and artistic design: "social design", "political design".

According to one of the modern definitions, design is "a design activity whose main purpose is the creative application of scientific concepts and knowledge obtained from the physical sciences, visual creativity and marketing, construction and concept creation, and the production of products aimed at satisfying human needs and requirements." " (Bakhtina).

The concept of design is increasingly used in the context of the study of PR discourse, modern social and political mythologies, and the process of building brands (Ulianovsky).

We should consider political design as a product (result, realization) of projective-discursive creativity of political subjects, as a communicative field of exchange and distribution of power resources.

One of the implementations of political-designer work is a political brand - symbolic political capital, the inclusion of which in the marketing circulation brings a social effect by forming a positive reputation in the political market. the power resource of a political actor; characterizing the reputation of a political actor; the promise of prosperity; hope, dream, ideal; Social demands, public expectations__ all these are the symbol or political brand. Its important features are recognition (party name, political union, politician's name), gaining trust in the bearer of the brand, including fanatical attitude. The actual brand discourse has a certain suggestive power. Overall, it can be thought of as the following formula: brand discourse=recognizable face+reputational capital+suggestive power.

As a form of capital, a political brand has the ability to increase its value. The higher the brand communication in the political market, the more intense and long-lasting its impact on the public, the number of supporters increases, the social importance increases and the political reputation is strengthened.

The formation of brands of political institutions (states, interstate institutions, government of state and municipal bodies, parties, parliaments) assumes the use of professional design practice, which, on the one hand, is directed to the creation of public discourse of the political-institutional brand, on the other hand, to the development of intra-institutional (non-public) discourse.

In the case of creating a political party brand, the party design provides for the presentation of a specially formed and variable intra-organizational (party interior) and public-representative (party exterior) characterization of the party, which is carried out in parallel with its functioning in the political market, raising the level of popularity and competitiveness, attracting investors in the process of making important political decisions. in order to consider his opinion (Nezhdanov, 2008). Its general structure is presented in the form of the following table:

Public components (exterior)	Non-Public components (interior)
The name of the political party	The system of formation of the ruling team of the party
Image and social role of the political leader of the party and its popular members	System and sources of financing parties
Positioning in relation to to other parties	Membership formation system party membership
Positioning in relation to to the executive power	Territorial-organizational structure of the party
Announced political values and views on the actual solution problem society	The system of working with the personnel of the political party
Political technologies of electoral competition	Administrative technologies of political mobilization

An important component of the party exterior is the discourse of positioning in the political market. This discourse involves the formation in the minds of the public not only of a stable image of the party, but also a certain image of its leader as a personified party brand. To mark the party exterior, discourse formulas are often resorted to, denoting the role features and distinctive properties of the party leader, which are designed to be imprinted in the public consciousness.

The specifics of political design and the formation of the party system led to the emergence of a special form of political marketing - "political franchising".

Political franchising is the practice of using the brand of one subject of political influence (donor) in the interests of another political subject (recipient) in order to optimize the costs of increasing the public popularity of the latter due to the projection onto the recipient of the attractive features of the donor brand and the use of its structural and functional opportunities in the course of mutually securing the interests of both parties. An example of this is Ivanishvili's decision to head the electoral list of the Georgian Dream party during the 2011 elections.

According to the rules of "market politics", the parties should reject the classical interpretation of the old models of party programs as the basis for the articulation and aggregation of the interests of different social classes and groups. Under the conditions of marketization of political processes and institutions, political ideology acquires its new, para-ideological form dictated by the demands of the political market. In other words, the classical ideological discourse of a political party is replaced by a quasi-ideological discourse.

Given the extent to which recent political shows have taken to influence party ideology, we can conclude that ideological discourse is increasingly resembling the discourse of show politics.

Show politics is a direct successor of two types of communication, theatrical performance and show business, and is part of the culture of market demand. In show business, the symbolic shift becomes utilitarian. Investing in a popular show is a profitable investment. Politics and show business are united by the presence of a strong initial performance. Playing in show business is highly competitive. Both there and here, the one who has more economic, informational and creative resources wins. Modern politics, like show business, cannot develop without

mass media, advertising and PR. It is in these related market areas that effective ways of influencing society through show-discourse are being developed.

The main features can be distinguished in the discourse of show politics: spectacularity and illusionistic effect, interactivity, presentation, marketing pragmatism, carnivalesque, hedonism, stardom (here is meant not only the participation of show business stars, sports, politics, art representatives in political shows, but also the emotional attachment of the public creation of the star as a brand).

The star is the most important category of show politics. Through it, it is easiest to sell an idea, improve the image of the movement, the party, and charge the masses with positive emotions. Any star of a political show is an embodiment and bearer of determined prosperity. At the same time, he often makes a play by expressing his commitment to an idea, a system of values.

The discourse of show politics, as a communicative element of the political market, has the property of effectively influencing the mass consumer with the political products it advertises.

First of all, it is worth noting the preference of the visual-sensible component over the rational-judgmental component in the show-politics discourse, which corresponds to the world trend, characteristic of the information and mass consumption society, which can be safely called total visualization.

The second important sign of show politics, due to the dominance of the visual component, is the ability to expand the symbolic space of politics.

According to the possession of market capital (symbolism, economy, administration, law, information), the state is the most influential player in the political market, which is also the main marketer of the national scale, which guides the political market and the political design of the country.

Finally, we note that the metaphorical methodology of describing and analyzing political realities and objects of modern political science is very rich in the epistemological aspect. As economic theory and private welfare market research develops, the cognitive and methodological tools of political research become more diverse. We hope that in the course of the conducted research, we presented the system-creating feature of the political market, which has the ability to further enrich political science with concepts and categories containing new meaning.

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The Effectiveness of Digital Applications in Foreign Language Learning (A Case of Higher Education Institution)

Irina Chikovani, PhD (International Black Sea University, Georgia)

Abstract

In the recent years, there has been a significant increase in the advancement of technology and the adoption of digital tools has brought fundamental changes in English as a Foreign Language (EFL) context. The emergence of digital platforms has significantly reshaped EFL teaching and learning processes and gained extensive popularity due to its benefits. Digital applications have become essential tools that enabled lecturers to design more interesting teaching material for EFL learners. Integration of digital platforms into lectures responds to the 21st century students' needs and interests, enables them to easily access learning material and test knowledge effectively. Considering technological innovations and their impact on classroom instruction, the aim of the presented paper has been shaped to outline the effectiveness of digital applications in foreign language learning. The survey was conducted using an online questionnaire to find out students' perceptions and attitudes towards the effect of using digital platforms for learning a foreign language, specific learning purposes for using digital platforms and language skills improved with the help of digital applications. The participants of the study were 60 first-year students who took a General English course at one of Higher Education Institutions in Georgia. A quantitative method was applied to the present study. The obtained data has been analyzed using SPSS. The survey revealed that the digital applications facilitate EFL learning and transforms it into an enthusiastic process. Based on the survey results, digital applications are effective tools for learning a foreign language. Research findings have also revealed that students use digital applications for different learning purposes and experience improvements in all language skills while studying a foreign language with digital applications. Based on the research findings, digital applications are reasonable resources to be utilized in EFL context.

Key Words: *Digital applications, Digital platforms, Digital tools, Digital technologies, EFL.*

Introduction

Digital technologies have a huge impact on language teaching and learning. The rapid growth of technology-based language learning has provoked a new way of teaching as students need to be encouraged to achieve the desired results in a foreign language. Nowadays, technology-based language learning has become the most appealing to the digital natives' needs as it provides a student-centered learning environment and is important for continued, lifelong learning (Al-Mahrooqi & Troudi, 2014).

In the recent education, digital applications promote creativity and build students' knowledge with the help of students' constant, active engagement in interactive learning activities. Therefore, in the 21st century, language lecturers are required to be more reflective in their teaching practices and adapt to the contemporary teaching demands as student-centered classroom positively affects students' performance and enhance their academic achievements (Alakrash, Razak, & Krish, 2022). As integrating digital applications into education provides students with an engaging learning experience and allows them to remain more interested in the subject, the incorporation of digital tools into lectures makes studying more fascinating and entertaining for students. As technology-based language learning makes the instruction more inspiring and meaningful, boosts motivation and encourages students to be more actively involved in the learning process, utilizing digital platforms in any foreign language teaching and learning environment appears to be essential for developing foreign language acquisition (Iermachkova & Chvalova, 2020). In this respect, the main objective of this study is to provide an overview of the effectiveness of digital applications in foreign language learning, particularly Padlet and Kahoot, which are commonly applied by English language teachers in order to develop students' language skills (listening, speaking, reading and writing).

Specifically, the current study aims:

- To find out students' perceptions and attitudes towards the effect of using digital platforms for learning a foreign language

- To find out specific learning purposes for using digital platforms

- To find out which language skills improved with the help of digital applications

The Role of Digital Applications in Foreign Language Learning

With the development of digital technologies and applications the resources for English language teaching and learning process nowadays are much easier to access. Massive development of digital tools encourages EFL lecturers to integrate innovative methods of teaching into their lectures and motivate students in a number of ways (Pazilah, Hashim, & Yunus, 2019).

In the 21st century when digital technologies are in the spotlight, integration of digital tools into EFL lectures brings innovative methods of teaching (Başar & Şahin, 2022). As today's students are identified as digital natives and the natural speakers of the technological language, the integration of technology in education is a real necessity for students (Prensky, 2001). So, in order to provide students with better learning opportunities in today's world, the incorporation of digital technologies and applications into teaching and learning process has become a real need for students.

Technology use in language instruction reduces teacher-centeredness, language learning anxiety and increases the chance of practicing language without being afraid of making mistakes (Krashen, 1982; Krashen & Terrell, 1983; McLaughlin, 1990). According to Ahmadi (2018), while using digital tools during lectures, the learning process turns into learner centered and students' motivation for learning foreign languages increases. Technology integration, that can be achieved through various technological tools: English learning websites, computer-assisted language learning programs, electronic dictionaries and etc. (Hazarika, 2017), makes foreign language learning easier and facilitates the learning process (Aydın, 2018). Therefore, technology assisted language learning has become a preferable method of learning for students.

The research suggests that educational institutions that lag behind in integrating technology into teaching and learning process "will be unable to meet the needs of knowledge-based societies and as a result will not survive the change in paradigm of education" (O'Neill, Singh, & O'Donoghue, 2004, p. 320).

As technology integration provides benefits for both teachers and students it has become a necessity for educators to renovate their methods of teaching language and incorporate digital tools into their lectures in order to catch students' attention (Riasati, Allahyar, & Tan, 2012).

According to Lai and Kritsonis (2006), effective use of technology can help foreign language learners not only strengthen their linguistic skills but improve their learning attitude as well. In addition to this, Dudeney and Hockly (2008) consider that technology is essential in the EFL learning as it provides innovative ways of practicing language and improves students' performance.

According to different studies, participants have a positive attitude towards technology integration into EFL teaching and learning process. The study, which was conducted by Zengin and Aksu (2017), regarding the role of technology integration in EFL teaching demonstrated that both teachers and learners have positive attitudes towards the technology use in foreign language teaching and learning. The study which was conducted by Panagiotidis, Krystalli, and Arvanitis (2018) focused on technology as a motivating factor in foreign language teaching. The study results showed positive effects of technology integration on foreign language learners' motivation. In addition to this, technology makes learning English more interesting, therefore, technology integration positively effects on students' motivation for learning English as a foreign language (Hazarika, 2017). In this concern, Ilter (2009) states that "technology might be one of the factors that affects students' attitude positively in the teaching-learning process" (p. 136).

Students who use digital learning tools and technology during the learning process are more involved, engaged and willing to learn more as they are learning through exciting approaches (Haleem, Javaid, Qadri, & Suman, 2022). Students are more motivated while using digital platforms during the learning process as digital applications offer more stimulating activities than traditional teaching strategies.

Having addressed the benefits of using digital tools in learning a foreign language, the rapid growth of technologies cannot go unnoticed in the field of education and specifically in foreign language teaching as technology assisted language learning has many benefits for new, digital generations (Karataş & Tuncer, 2020). Hence, digital platforms with wide functionalities have become the most effective tools to maximize students' learning opportunities and performance, organize the foreign language learning process and develop language skills.

Digital Applications as a Scaffolding in EFL Learning

There has been a large number of new platforms supporting students in autonomous learning of a foreign language. Incorporating new technologies in any foreign language teaching and learning setting appears to be essential for developing foreign language acquisition as modern technologies boost motivation and the communicative competence of learners (Iermachkova & Chvalova, 2020).

Education, in particular teaching and learning process, has undergone fundamental changes because of the rapid technological developments and advancements. The world of education is becoming more and more digitized and, therefore, teaching and learning process is infused with digital learning applications, digital games, websites and learning environment.

Over the last years, digital learning platforms have become progressively prevalent (van Dijck, Poell, & de Waal, 2018) and the need for incorporating digital applications into the learning process has significantly increased.

According to Faustmann, Kirchner, Lemke, and Monett (2019), "digital learning platform is to provide specific learning and teaching material, more general digital learning and teaching content. This is used as a specific learning and/or teaching concept in combination with technology tools that support the entire or parts of the learning process" (p. 6779). In addition to this, digital applications facilitate democratization of education, as they promote equal access for different groups through sharing of knowledge, communication and interaction (ibid.). Decuypere, Grimaldi, and Landri (2021) define digital applications differently: "programmable digital architecture designed to organize interactions between users" (p. 3).

Digital applications make the learning process more student-centered, increases the chances of interaction among students and enhances their motivation. Therefore, digitalization of the teaching and learning process highly enhances the chances of successful learning outcomes for digital natives.

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

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

Padlet

Padlet is a global platform, modern and universal. Padlet involves different functions and has a considerable number of benefits for students and teachers. Firstly, Padlet Wall is not difficult to use. Students can easily work in the online platform, participate in discussions and make group projects. Padlet Wall encourages students to participate in discussions outside the classroom and provides them with activities that might be more interesting for them. Students can upload files from computers, post audio and video materials, images and documents. Students can embed content from different apps including YouTube, Instagram, Twitter, etc. Teachers can upload questions and easily give feedback to students' discussions. The application makes the content beautiful. It has colourful wallpaper choices and all the attached links, files and discussion walls appear with gorgeous backgrounds, which seems enjoyable, memorable and motivational for students.

Secondly, Padlet exports files as PDF, CSV, Image, or Excel formats. The application is available on iOS (iPhone, iPad) and Android devices; accordingly, students easily utilize the application and participate in different activities. In addition to this, the application is user-friendly and universal. From all parts of the world and at any time, teachers and students have access to it. The program makes easier and more convenient to transform discussion into digital platform. The system immediately reacts on any changes and saves them automatically.

One of the most important factors is confidentiality. Every student has got a personal Padlet Wall and password; consequently, materials are kept in private. All the materials and discussion walls are only visible for the participants.

Kahoot

Nowadays, with the help of many exciting tools and applications learning has become engaging for students. Kahoot is one of them. It is an application that motivates students through exciting games, quizzes, and many more opportunities. It is used by multiple teachers and educators to make the learning process easy, engaging and exciting for students.

Kahoot is a game-based learning platform which makes learning remarkable for students. Educators can make learning interactive and interesting. The basic version of Kahoot is free and it possesses an easy-to-use interface where lecturers can create quizzes in a few minutes and display questions on the screen. Questions can be multiple choice, true/false or open-ended. Users can keep time flexibility in mind according to the level of questions. Students can answer different questions with the help of a smartphone, tablet, or computer. Students can play both individually or in groups. Teachers can also create surveys and polls on Kahoot. Organizing quizzes and games through the platform is very simple. In addition to this, educators can use variety of templates available, explore, choose and use ready-made quizzes from different educators, blend multiple Kahoots, add youtube videos and images into questions, organize quizzes into different folders according to topics (Kaur, 2021).

Kahoot can also be used as a form of assessment. Lecturers can assess the understanding of students' learning through Kahoot. It is not a traditional kind of assessment process as lecturers can evaluate students through quizzes, games, polls, and surveys. In addition to this, lecturers can download reports about the progress level of the class. It can be considered as a substitute for the formative evaluation process (Kaur, 2021).

Kahoot is a very essential tool in today's digitized world of learning. It is very beneficial for learners. It has become very successful in reducing monotony and boredom during lectures as it is an energetic and lively platform. Kahoot creates a positive environment among students by increasing their motivation. It can be considered as an efficient and beneficial learning tool for students (ibid.).

Utilizing digital applications such as Padlet and Kahoot during lectures can benefit and motivate students in learning a foreign language. These digital tools can create an enjoyable atmosphere in learning and interesting learning experience that results in students' positive attitude. Digital tools enable the learners to be more engaged in learning and increase their performance.

Methodology

The main objective of this study is to provide an overview of the effectiveness of digital applications in foreign language learning, particularly Padlet and Kahoot, which are commonly applied by English lecturers in order to develop students' language skills (listening, speaking, reading and writing) because of their free access and the facilities they provide to users.

Specifically, the current study aims:

- To find out students' perceptions and attitudes towards the effect of using digital platforms for learning a foreign language

- To find out specific learning purposes for using digital platforms

- To find out which language skills improved with the help of digital applications

This study aims at answering the following research questions:

- What are the perceptions and attitudes of EFL students towards using digital applications in learning a foreign language?

- What are the specific learning purposes for using digital platforms?

- What are the language skills improved by using digital platforms?

Quantitative approach was used to analyze the survey results and identify students' perceptions and attitudes towards the effect of using digital platforms for learning a foreign language, to find out specific learning purposes for using digital platforms and to identify which language skills improved with the help of digital applications.

Participants and the context

The selection of X Georgian private university for the survey was based on a convenience sample. It was relevant for the study as the university was easily reachable for the researcher.

The participants of the study were first-year students. Totally, 60 students participated in the questionnaire.

The study was conducted in one of the private universities. The research population in X university is more than 6000 students, more than 250 lecturers and 150 administrative staff members. The lecturers' workload is about 15-20 hours per week. Lecturers follow certain course books, however, they are not restricted by them and can apply their own creative, contemporary methods of teaching.

Data collection tool

The questions for the students' questionnaire were developed based on the literature analysis carried out by the researcher within the framework of the article. The questionnaire consisted of 5 multiple choice items and 6 Likert Scale questions. A four – point Likert Scale was used, rating from 1 (strongly disagree) to 4 (strongly agree). The survey lasted for 3-5 minutes. The questionnaire was held online in Google forms.

Results and Discussion of Students' Survey

The main objective of this study is to find out students' perceptions and attitudes towards the effect of using digital platforms for learning a foreign language, to determine specific learning purposes for using digital platforms and find out which language skills can be improved with the help of digital applications.

Figure-1.

1. If you had to choose between learning through digital applications and traditional methods of teaching which one would you choose?

60 responses

- Traditional methods of teaching
- Learning through digital applications
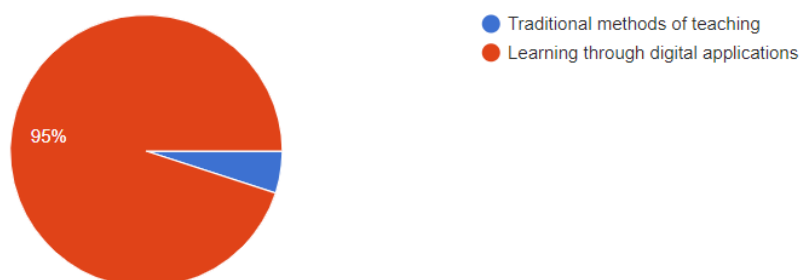
95 % of the respondents mentioned that they prefer learning through digital applications, however, 5 % chose traditional methods of teaching as a preferable learning method.

Figure-2.

2. Digital applications are very effective tools for learning a foreign language.

60 responses
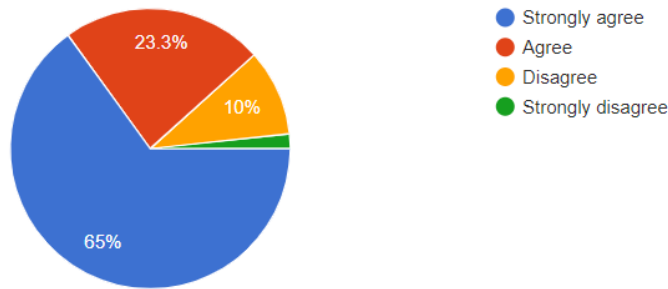
The survey showed that the majority of student 88.3 % (65 % strongly agree, 23.3 % agree) mentioned that digital applications are very effective tools for learning a foreign language. 11.7 % of the participants (10 % disagree, 1.7 % strongly disagree) do not consider digital applications as effective tools for learning a foreign language.

Figure-3.

3. Learning through digital applications encourages students to learn better.

60 responses
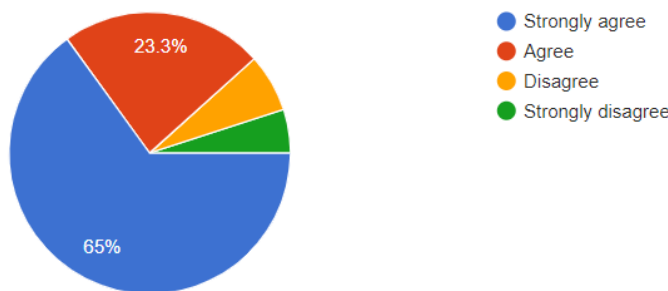
88.3 % (65 % strongly agree, 23.3 % agree) of the participants answered the question positively and pointed out that learning through digital applications encourages them to learn better. The results indicated that 11.7 % (6.7 % disagree, 5 % strongly disagree) of the participants are not encouraged to learn better while learning through digital applications.

Figure-4.

4. While using digital applications, learning process is more productive that helps students to produce better results.

60 responses
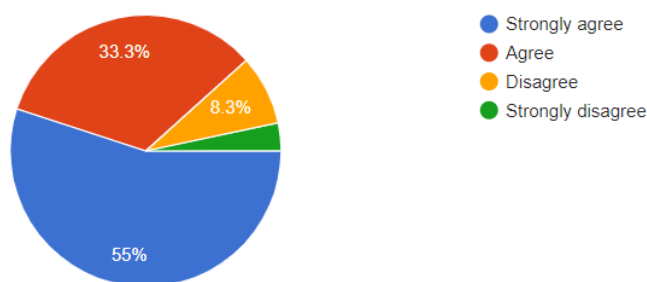
As it is presented, the majority of respondents 88.3 % (55 % strongly agree and 33.3 % agree) consider that digital applications ensure better results, however, 11.6 % of the participants (8.3 % disagree and 3.3 % strongly disagree) think in an opposite way.

Figure-5.

5. While using digital applications during lectures, students are more actively involved in the learning process.   ⧉ Copy

60 responses
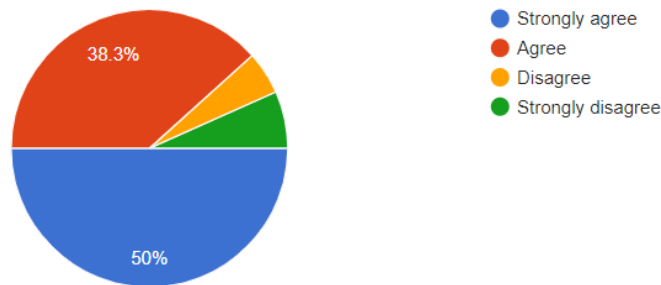
The survey results showed that the majority of the students 88.3 % (50 % strongly agree, 38.3 % agree) consider that digital applications encourage them to be more actively involved in the learning process. 11.7 % (5 % disagree, 6.7 % strongly disagree) of the respondents pointed out that digital applications do not ensure their active involvement during lectures.

Figure-6.

⧉ Copy

6. Learning through digital applications increases students' motivation.

60 responses
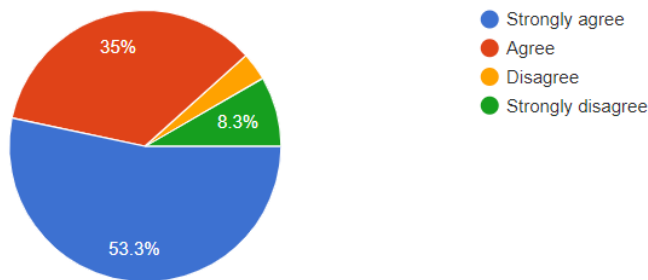
88.3 % (53.3 % strongly agree, 35 % agree) of the surveyed students pointed out that digital applications increase their motivation, however, 11.6 % (3.3 % disagree, 8.3 % strongly disagree) of the participants do not think that their motivation increases as a result of using digital applications during lectures.

Figure-7.

7. Using digital applications in learning a foreign language is more exciting.   ⧉ Copy

59 responses
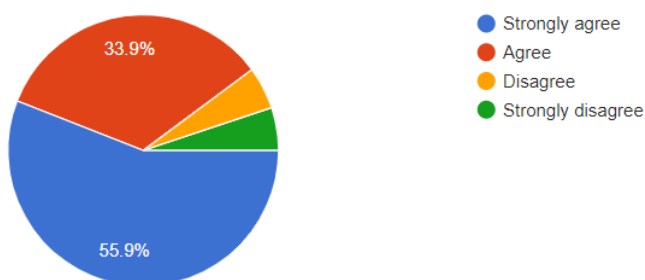
The majority of the respondents (89.8 %) mentioned that using digital applications in learning a foreign language is more exciting. However, 10.2 % (5.1 % disagree, 5.1 % strongly disagree) of the participants do not think so.

Figure-8.

8. I feel comfortable while using digital platforms in learning English.   Copy

60 responses

- Yes
- No

13.3%

86.7%
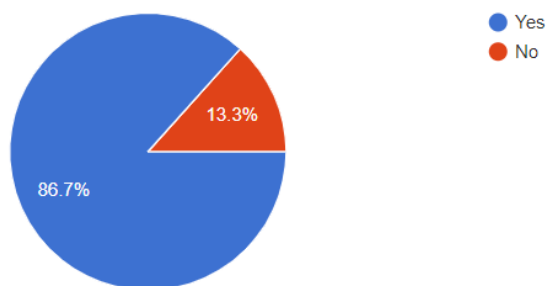
86.7 % of the participants indicated that they feel comfortable while using digital platforms in learning English. However, 13.3 % mentioned that they do not feel comfortable while using digital applications in learning a foreign language.

Figure-9.

9. I like learning the English language using digital platforms.   Copy

59 responses

- Yes
- No

13.6%

86.4%
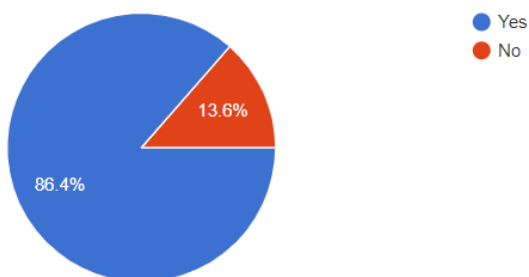
As it is presented, 86.4 % of the participants like learning the English language using digital applications, however, 13.6 % of the surveyed students are not satisfied with using digital platforms while learning English.

Figure-10.

10. I use digital platforms for: Copy

(Tick as many as apply)

60 responses
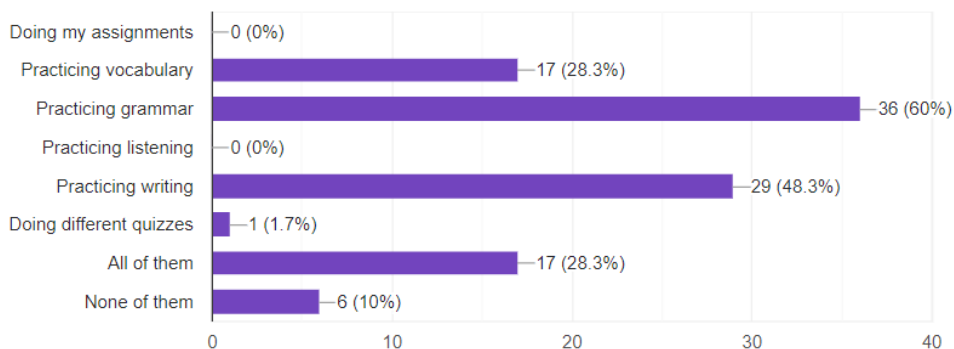
The researcher was interested to find out the specific learning purposes for using digital platforms. 28.3 % of the participants indicated that they use digital applications for practicing vocabulary, 60 % use digital applications for practicing grammar, 48.3 % practice writing with the help of digital applications, 1.7 % use them for doing different quizzes, 28.3 % of the respondents use digital tools for all the learning purposes and 10 % for none of them.

Figure-11.

11. Digital platforms help to develop my:

(Tick as many as apply)

60 responses
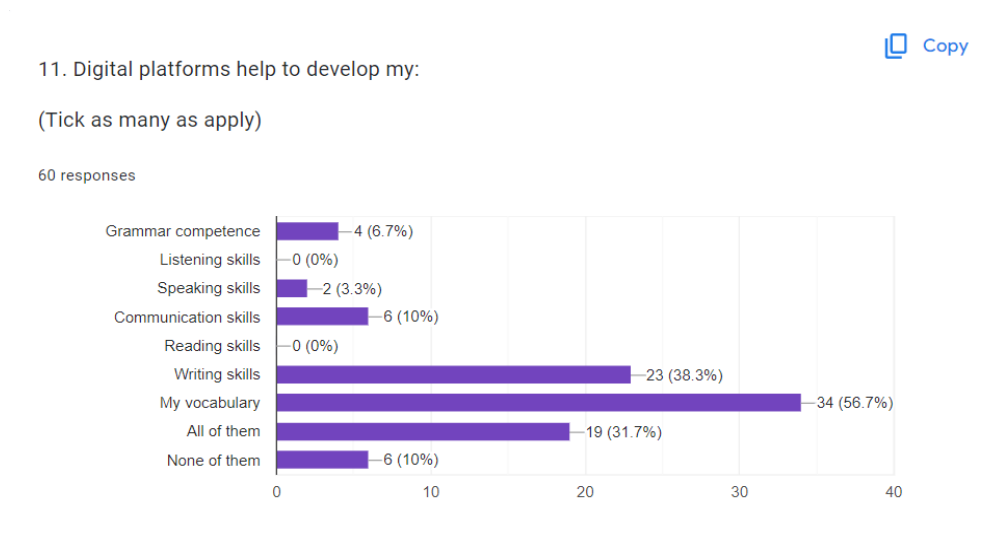
The researcher wanted to find out which language skills were improved with the help of digital applications. 6.7 % of the participants pointed out that their grammar competence was improved, 3.3 % indicated that their speaking skills were improved with the help of digital applications, 10 % mentioned that communication skills were improved with the help of digital applications. 38.3 % of the participants indicated that digital applications improved their writing skills, 56.7 % of the respondents mentioned that they improved vocabulary with the help of digital applications. 31.7 % of the respondents pointed out that they improved all the skills, however, 10 % mentioned that none of the skills were improved with the help of digital applications.

Conclusion

Digitalization of the leaning process provides students with multiple advantages as the digital natives require more technology integration in foreign language learning. Digital applications, that make the process motivational and engaging for students, increase students-centeredness during lectures. Therefore, digital applications are becoming more and more essential to the growing number of EFL learners nowadays. Different research studies highlight that the 21st century generation positively responds to digital tools so they are reasonable resources to be integrated into EFL context, however, digital platforms should be carefully selected by educators as some of the platforms may have unsupportive features and hinder students' learning process.

The study investigated students' attitudes and perceptions towards using digital platforms for foreign language learning. In addition to that, the study found out the specific learning purposes for using digital platforms during lectures and which language skills are improved with the help of digital applications while learning a foreign language.

The survey results revealed that the majority of students (95 %) prefer using digital applications while learning a foreign language. Most of the students (88.3 %) consider digital applications as effective tools for foreign language learning. Many students (88.3 %) pointed out that digital tools encourage them to learn better and produce better results. The survey results also revealed that while using digital applications during lectures, the majority of students (88.3 %) are more actively involved in the learning process as digital tools increase their motivation. In addition to this, students (89.8 %) consider that learning a foreign language with the help of digital tools is more exciting. Most of the students (86.7 %) feel comfortable while using digital platforms during lectures and 86.4 % like learning with them. By using applications, students find themselves motivated and engaged.

Based on the students' responses, they are satisfied with the integration of the digital applications into lectures and using of the digital tools helps them to improve their foreign language ability. In addition to this, the findings of the study revealed that students use digital platforms for building vocabulary (28.3 %), for practicing grammar (60 %) and writing (48.3 %), however, some of the students (28.3 %) use digital tools for all the purposes. Besides, digital platforms appeared to be advantageous for improving grammar competence (6.7 %), speaking skills (3.3 %), communications skills (10 %), writing skills (38.3 %), vocabulary (56.7 %) and some students (31.7 %) use digital tools for improving all the skills. Based on the students' responses, digital applications could be applied to foreign language instruction effectively as they appeared to have a powerful impact on improving students' learning performance and play an important role in building their foreign language knowledge. Even though results of this study leave more to be investigated and answered about students' learning experience while involving digital applications in lectures, it could be concluded that students of this study considered the digital applications as useful tools for foreign language learning.

Based on these results, it can be stated that technology integration has positive effects on teaching/learning English as a foreign language. However, it could be suggested that there is a need for further research in different and larger sample groups related to the role of digital applications in foreign language learning. Accordingly, it is thought that this study could be a guide for future studies.

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Wordplay in a Translation of a Georgian Novel into English via Russian

(Based on "Granny, Iliko, Ilarion and I" by Nodar Dumbadze)

Ketevan Dogonadze 1[14*]

Maia Alavidze 2[15**]

Abstract

Wordplay due to its reliance on multiple possible interpretations and ambiguities of word meaning presents a particular challenge for translation. This becomes even more evident in the case of indirect translation when a text has to cross the boundaries of three languages. The study is based on the comparative analysis of wordplay in the translation of the famous Georgian writer Nodar Dumbadze's novel "Granny, Iliko, Ilarion and I" from Georgian into English via Russian. The study analyses strategies used in translating various cases of wordplay comparing the processes occurring between the source text and mediating text, mediating text and target text and demonstrates that the most frequently used translation strategies are compensation, omission, dilution and explicitation in footnotes. Language based techniques of wordplay clearly cause particular difficulties for translators between ST and MT as well as MT and TT. However, losses in translation of wordplay are greater between MT and TT due to a greater socio-cultural closeness of the source culture and mediating culture.

Key words: wordplay, translation problem, translation strategies, compensation, dilution, omission

1. Introduction

Wordplay due to its reliance on multiple possible interpretations and ambiguities of word meaning presents a particular challenge for translation. This becomes even more evident in the case of indirect translation when a text has to cross the boundaries of three languages. The present study is based on the comparative analysis of translating wordplay in the translation of the famous Georgian writer Nodar Dumbadze's novel "Granny, Iliko, Ilarion and I" from Georgian into English via Russian. "Granny, Iliko, Ilarion and I" is Nodar Dumbadze's debut novel published in 1960. The novel was translated into Russian by the Georgian journalist and translator Zurab Akhvlediani in 1967. The Russian text served as a mediation for the Russian translator Raisa Bobrova, who translated the novel from Russian into English.

2. Literature review

Translating a text is not an easy task, especially when the text is full of culturally and linguistically determined wordplay. It is generally agreed that wordplay depends on double meanings of words or longer lexical units sounding the same or at least somewhat similar. As Delabastita states, "Wordplay is a general term for the phenomenon of exploiting the inherent structures of a language to create a communicatively significant (near) - simultaneous confrontation of two or more meanings (1997). Many linguists, nowadays, find no real difference between the terms - wordplay and pun. Schröter suggests that the terms 'wordplay' and 'pun' are nearly or completely synonymous and they can be used interchangeably (2005).

There are different classifications of wordplay. Offord divides wordplay into two different types: vertical and horizontal wordplay based on the construct of its components. Horizontal wordplay means that the second meaning of the word lies on the same level as the first meaning. Conversely, the wordplay is considered to be vertical if the second meaning is identified outside the text, figuratively on top of the surface meaning (Offord 1997).

According to another classification of wordplay given by Schröter, it has four categories such as **homophony, homography, paronymy and homonymy**.

H**omophony,** as Schröter defines it, are words or other linguistic elements (i.e. longer constructs) that sound alike, but have dissimilar spellings.

Homography is the opposite of homophony and means that the written form of two or more words is the same, but the pronunciation is different, the examples of which seems to be very rare.

Paronymy means that two or more words (or other linguistic elements) are more or less alike in writing or pronunciation, but not identical in either. Schröter uses "similar" in order to define paronymy and to express the formal relationship between paronymous wordplay components (2005).

14   * Department of English Philology, A. Tsereteli State University, Georgia

15   **Department of English Philology A. Tsereteli State university, Georgia
Ketevan.doghonadze@atsu.edu.ge

Homonymy and polysemy are two terms that are often used either interchangeably or as parallel categories. Both of them refer to linguistic constructs that are alike both in writing and in pronunciation (Schröter 2005).

M. Giorgadze defines wordplay or pun, as she refers to this phenomenon, as a figure of speech, the purpose of which is to create a deliberate confusion of similar words or phrases for rhetorical effect, mostly humourous (2014). She lists several techniques of wordplay:

➢ Acronym – abbreviations od terms formed by using parts or letters of original words;

➢ Alliteration – repeating the same first consonant sound in a series of words;

➢ Assonance – matching of vowel sounds in language; consonance – the matching of consonant sounds;

➢ Idioms – culturally understood phrases that generally have a figurative meaning;

➢ Malapropism – incorrect use of a word or phrase when another word or phrase that sounds similar is meant;

➢ Onomatopoeia – words with phonetically imitated sounds;

➢ Pun – uses multiple meaning and the similar sounds of words to create a humorous effect;

➢ Spelling -tricky but fun technique that obviously works when seen is a written form;

➢ Rhyming – the matching and repetition of sounds;

➢ Slang -the use of casual and unique language and expressions varying depending on age, location, fields or study and many other factors (Giorgadze, 2014)

However, as our aim is to find out how examples of wordplay identified in the ST are translated into MT and TT, we would like to focus on the characteristics of wordplay in N. Dumbadze's novel. The examples we chose for further analysis can mostly be identified as both vertical and horizontal (Delabastita), homonymy and polysemy **(**Schröter), and puns (Giorgadze).

When dealing with translating wordplay, a translator faces the challenge of finding a communicative equivalent of the ST item, which clearly represents a translation problem, which as Nord claims is " an objective problem which every translator has to solve during a particular translation task" (1991) Regarding translating wordplay, the problem becomes more complicated and, in the opinion of some researchers, even unsolvable.

The terms of "untranslatable" or "untranslatability' are often used concerning translating wordplay. Chiaro (2010), however, admits that the term "untranslatable" quite reasonably suits the process of translating wordplay as "an adequate degree of equivalence is hard to achieve". Therefore, translating wordplay is a real challenge for the translator as h/she has to create a new lexical item, which should be as close to the original as possible. The task becomes even more difficult when there is a great difference between the structure, morphology and syntax of the source, mediating and target languages.

On the other hand, the challenge of translating wordplay can be overcome by using appropriate translation strategies in order to decrease and avoid translation errors and losses. Translation strategies, as Lörscher (1991) defines them, are "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it".

Over years various translation strategies have been classified and categorized by different linguists; however, for the purposes of our study we focus on four of them:

● **Compensation,** which involves making up for the loss of source text effect by recreating a similar effect in the target text through means that are specific to the target languages. (Claudy, 2008)

● **Omission,** which is one form of translation loss where parts of the ST are simply omitted in the TT (Dickins et al, 2017).

● **Dilution** is replacing greater number of wordplays with less. (KOVÁCS, 2016)

● **Explicitation** is a "stylistic translation technique which consists of making explicit in the target language what remains implicit in the source language because it is apparent from either the context or the situation" (Vinay and Darbelnet, 1995).

3. Methodology

3.1. procedure

This qualitative study was carried out at the department of English Philology of A. Tsereteli State University. Due to the complexity of the task, we applied a comparative method. We divided our research into stages. First, we read the original text in order to identify examples of wordplay there. At the next stage, we selected the most appropriate examples of wordplay for further analysis. Afterwards, we looked at the translations of examples of wordplay in both MT and TT in order to compare them with ST. At the final stage we identified the translation strategies applied to deal with the problem of translating wordplay.

3.2 Discussion

After identifying and analyzing various examples of wordplay in ST, we decided to bring the passage of the "minutes of the teachers' council" which is filled with wordplay as an example. As the topic of the discussion at the meeting is Zuriko's behaviour and each teacher offers their opinion, they do it in a language that unmistakably identifies them as a teacher of a specific discipline using numerous wordplays or puns and creating a humourous effect.

გეოგრაფიის მასწავლებელმა:

-ვაშალომიძეს აქვს ერთობ რელიეფური ცოდნა. იგი ან შექანებულია ან გამოფიტული. ვფიქრობ, მას სჭირდება ზომიერი სარტყელი, რომ სიგრძედი ან განედი ჰქონდეს.

Преподаватель географии: "Познания Вашаломидзе весьма не рельефны. Мальчик или аномальный, или истощенный".

"The teacher of geography: "Varshalomdze's knowledge of geography is negligible. Either he is anomalous, or undernourished.

This example shows that translators can handle the challenge of transferring the wordplay neither in MT nor in TT. E.g. რელიეფური ცოდნა,

is the pun based on the double meaning of relief as an adjective in Georgian referring to both geographical concepts but also to something (in this case knowledge) uneven, something that has extreme ups and downs.

In the same example, the phrase '"იგი ან შექანებულია ან გამოფიტული" plays on the meaning of შექანებული, which is a slang word for 'crazy, not right in the head', though its precise meaning being closer to unbalanced, unhinged as the root in Georgian is connected with swinging as well as rocks in geological sense. Again, this shade of meaning and consequently the wordplay/pun-based humour is lost in the English translation, even though the translator attempted to replicate them by using terms "anomalous", "undernourished", which are literal translations of the MT.

The most commonly used translation strategy in order to deal with the wordplay is **dilution**. One such example is the introductory scene - the discussion between Grandma and Zuriko of the grammatical structure of the Georgian language, which soon develops into a humorous analysis of Zuriko's negative traits using a variety of puns. A Georgian verb as well as a Russian verb is conjugated according to person and number. In the Georgian language, the word პირი has two meanings – grammatical person and a mouth and is used in a number of idiomatic expressions. Similarly, a Russian word for person - лицо, also means face. Since the English verb does not have this ability, the translator uses homonymous words –*modal* and *model* to keep the effect of wordplay in the TT that is as close as possible to the original and, at the same time, understandable to an English reader. E.g:

- რასაა რომ იზუთხავ შვილო?

- *ზმნის* პირიანობას ვსწავლობ ბებია.

- *ზმნის* პირიანობა ვის გაუგია ბიჭო, პირიანი კაცი ვიცი მე.

- *ეს სხვა პირია ბებია შენ რომ გგონია ის არ არის.*

- *პირი ერთია ბიჭო ქვეყანაზე.*

- *კარგი, აბა მითხარი, რა არის პირი?* - კკითხე ბებიას და წიგნი დავხურე

- *პირი რა არის და პირი პირია.*

Что это ты там зубришь, сынок?

– Лицо глагола, бабушка!

– Что? Где это слыхано – лицо у глагола! Лицо может быть только у человека!

– Это другое лицо, бабушка, совсем не то, что ты думаешь.

– Лицо на свете одно. И все.

What is it you're swotting, Sonny?

Modal verbs, Granny

Modal verbs? Do they make them to a pattern?

Modal verbs have nothing to do with patterns.

What is model about them then?

Although in the first part of this dialogue MT is closer to the ST than the TT due to certain similarity between Russian and Georgian verbs, the pun effect is still lost in the second section. As for TT, here, as the grammatical person of the source language has no equivalent in the English language, the translator uses "model" - a homophone of a grammatical category of verb "modal" and then introducing the grammatical category of 'mood' to provide more opportunities for wordplay and create the same effect on the reader. Thus, TT text due to greater dissimilarity with the ST introduces two concepts (modal and mood) instead of one to achieve equivalent effect and the strategy of dilution is used in this case.

In other cases, translators most frequently use compensation strategy to deal with this difficulty. For example, in the same passage the Georgian text introduces a great number of wordplays scattered in idioms and expressions using the word პირი (mouth). E.g.

არსებობს კიდევ **უცხვირპირო** ხალხი, მაგალითად შენ.

პირშავი ხალხიც არსებობს. - ვთქვი მე

А еще бывают **лицемерные и двуличные** люди.

— **Жулики** тоже бывают, — сказал я.

— Правильно! Например, наш почтальон.

*People get **awfully moody** nowadays, and so do the verbs, I suppose. As for you scamp, you never have the mood to do any honest work, and that's a fact.*

"I bet I'm not the only one!"

Another vivid example is Zuriko's, the main character's, nickname სულძაღლიანი, which could be translated into English as 'always with a dog' or 'having the soul of a dog' (სულ- means always and is also a root of the Georgian word for soul). The Russian translation of the word is 'собачник' meaning someone who involved with dogs (slightly derogatory) and in English we have 'mongrel'. Thus, only reference to dogs and a slightly negative connotation is transferred in MT and TT, which we consider as the example of compensation strategy. However, Russian and English equivalents do not reproduce dialectal flavor of the ST,

We have found numerous examples of omission in translations of the examples of wordplays, e.g.

მასწავლებელი კი იშვერს ჩემსკენ თითს (თითით საჩვენებელი მოსწავლე ვარ), და ალერსიანად მეუბნება...

Учитель, указывая на меня пальцем (я показательный ученик!), ласково процеживает ...

The teacher points his finger at me and drawls in honeyed tones...

Another tool used in both MT and TT to deal with wordplay is footnotes. E.g. The word ტახტი is translated as couch and is footnoted that in Georgian Takhti means both "couch" and "throne". Similarly, the word საქონელი is translated as commodity. However, in the footnotes the translator explains that this word has two meanings in Georgian "cattle" and "commodity" another example of word play. In this case the translators use explicitation technique as a means of compensation.

The similar strategy is required to explain the effect of insults when they are also based on wordplay. The word დაკოდილი is translated as wounded and in the footnotes, it is said that in Georgian it has two meanings wounded and castrated, which are homonyms. That's why the insult "like a wounded bear" causes a terrible reaction in one of the characters.

Majority of cases of translation strategies discussed above were observed in the MT in relation to the ST. The TT then closely follows the MT. This is sometimes regrettable as we found the examples when translation directly into English from the ST would have maintained the wordplay effect. E.g. the exact translation of the pun დავათარიღოთ into English is 'to date, determine the date" and this word maintains its reference to history, which was lost in Russian and could have been easily transferred from Georgian into English in case of direct translation.

4. Conclusions

- The analysis has shown that the target text is strongly influenced by the mediating text. The study demonstrates that the most frequently used strategies are compensation, omission and dilution.

- In general, majority of compensations, dilutions and omissions occur between ST and MT, whereas between MT and TT we observe more cases of literal translation.

- In most cases, when a wordplay is omitted between MT and TT, this can be explained by a greater cultural similarity between Georgian and Russian societies at the time due to their shared political systems and realia.

- A number of occasions can be identified when direct translation from Georgian into English would have clearly benefitted the TT as a more successful compensatory tool can be found in the English language than offered by Russian.

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The transition of the city image from James Joyce's works to Archil Kikodze's *The Southern Elephant*

Nino Tsurtsumia

Abstract

The principal chronotype of James Joyce's writings is Dublin in the 20th century, and to fully understand the symbolic meaning of Dublin, we should be aware of the relationship between England and Ireland over many centuries. It immobilized the colonial country's capital and paralyzed Dubliners, revealing every aspect of the country's political, cultural, and spiritual life and emphasizing the inactivity of characters in "Dubliners," "A Portrait of the Artist as a Young Man," and "Ulysses." ''Dubliners" depicts "paralyzed" Dublin with emotionally immature characters and scrupulously realistic descriptions of the metropolis. Georgia has a similar experience of immobilizing, corruptive influence from the long-standing history of oppression in the Pre-Soviet and Soviet periods. The influence of the Dublin stylistic image of "Dubliners" and "Ulysses" may be seen in modern Georgian writer Archil Kikodze, whose novel "Southern Elephant," enabling us to search for common semiotic signs and analyze the intertextual connections between these writers. Kikodze's debut novel skillfully showed the process of decoding Tbilisi's modern urban scene, from Georgia's Sovietisation to the one-day summer trip of 2016. Its wandering hero reminds us of Leopold Bloom; Geographical hyperrealism and naturalistic precision of names and locations are typical for Joyce's and Kikodze's portrayal of cities. For both authors, the city is a type of palimpsest, where centuries of history are revealed against the background of insignificant everyday activities. Based on the semiotics of the city, we will attempt to discover and explore the transition of the city image from James Joyce's works to Kikodze's "The Southern Elephant."

Keywords: James Joyce; Archil Kikodze; Dublin; Tbilisi, transition

1. Introduction

At all stages of human development, people had deep psychological and existential ties with the urban space that constantly turned into the philosophical worldview of a particular century. Urban space has shifted into a simulacrum from the modernist era, ingrained with a severe situational perspective, to the postmodernist period. Accordingly, in modern Western European literature, the authors became interested in the dehumanized individual, and the chronotope of their works became the city. The masters of modernism led to the consciousness of the lonely and estranged individual to the search for self-identity and perception of the world in chaotic urban spaces. This made the city the ultimate chronotope of the modernist novel, while the hero of modernist literature inserts the reader in the semiotics of the modern city. The result of the reflection of the critical reality in all realms of socio-political or public-cultural life is the appearance of a wandering and observing character in the modern disharmonious urban environment of world literature. When the leading character of a modernist novel wanders through the streets of the city, any sound, color, smell, or outline can remind the profoundly forgotten events that occurred in the past and transport the reader to any moment in time and space. As a result, the historical past and urban topography of a city of any period and nation be reconstructed through fiction.

2. Discussion

Dublin at the beginning of the twentieth century, the main chronotopic of James Joyce's work, is a palimpsest of the long-suffering history of Ireland. It is inconceivable to talk about the semiotic signs of this city, or, in general, to understand its symbolic meaning, if we are not familiar with the specifics of Anglo-Irish relations, established over centuries, has formed Dublin as the capital of a colonized state and resulted in the Dublin paralysis that equally affects them. The heroes of Dubliners", " A Portrait of the Artist as a Young Man" and "Ulysses" which advances into every nook of the country's spiritual, political and cultural life and specifies the lives of active heroes, their actions, and more often - inactivity.

The dominant nature of the Dublin chronotope is one of the motivations why some researchers refer to " Dubliners" as a fragmentary novel, where the main protagonist is Dublin - the city of paralysis and death. We find the unifying origin of the city of Dublin in all the stories in the collection. It is more than just the time and place of action - it plays an emphasized role in the lives of all its characters: it is the keeping of the Dublin paralysis that deprives the latter of the power and capability to act, captivated by the gloomy everyday life of this city. Motor racing, where Ireland is left only as an outer observer, does not take part in the celebration itself, counting on the clapping of others at Naas Road; The red, recently constructed buildings on land bought by someone from Belfast and changing the look of old Dublin - these artistic icons of "Dubliners" are markers of Ireland's past, and therefore we will reserve a historical synopsis to make the semiotics of Joyce's city more readable. The Dublin Wander portrays the provincial town's slums, streets, and Georgian houses, often declined and unlivable, with extremely naturalistic strokes.

In his debut novel, "Southern Elephant", Archil Kikodze demonstrated the method of decoding the urban landscape of Tbilisi from the Sovietization of Georgia to the one-day summer odyssey of 2016. Against the background of the urban space of modern Tbilisi, Kikodze's unnamed narrator decodes the markers of the city with Georgia's recent historical past, and socio-economic and cultural context. Kikodze's urbanist novel illustrates the urban space of Tbilisi, which was affected by the most immediate political-historical, economic-social, and cultural pro-

cesses. Tbilisi, the capital of an independent and democratic Georgia, has emerged from the trauma of Soviet and post-Soviet periods. Tbilisi's urban space laden with symbols of the post-modernist era and national identity. The events of the last century had a significant impact on the formation of the urban center of Kikodze's Tbilisi: for 70 years, the urban space filled with Soviet symbols, and in the 90s, the civil war entirely transformed the facade of the central area of Tbilisi. Today, modern architectural buildings coexist with national symbols. Tbilisi in Kikodze's novel is eclectic, and the buildings in it reflect the historical changes in the country.

Joyce's color symbolism in representing the streets and houses of Dublin in the collection emphasizes the sad, the city's state of depression. Joyce uses dirty yellow, gray, and brown to describe the Dublin landscape. '' We pleased ourselves with the spectacle of Dublin's commerce – the barges signaled from far away by their curls of woolly smoke, the brown fishing fleet beyond Ringsend, the big white sailing vessel which was being discharged on the opposite quay' (Joyce, 1917, p.26) – An Encounter; ''As the two young men walked on through the crowd Corley occasionally turned to smile at some of the passing girls, but Lenehan's gaze was fixed on the large faint moon circled with a double halo. He watched earnestly the passing of the grey web of twilight across its face'' (Joyce, 1917, p. 64-65)– ''Two Gallants''. And in the story "Eveline" the unusual red color for the urban space of Dublin reveals the modifications and modernization in the city. '' Then a man from Belfast bought the field and built houses in it – not like their little brown houses, but bright brick houses with shining roofs'' – ''Eveline''(Joyce, 1917, p.44). In contrast to Joyce's deep metaphorical meaning, the Georgian writer, like Joyce, often portrays streets that frequently lead to dead ends to emphasize the hopeless situation of cities. The weather is also often depicted as grey, rainy, or gloomy.

Like other imperialist countries, British colonial discourse is suffused with myths. These include Kipling's messianic role of the white man, the successful industrialization and urbanization of colonies, and the beneficial spiritual or cultural values obtained through harmony with European (British culture) civilization. Leopold, a foreigner to the Irish, sees the true face of imperial England and senses the backwardness of his city by decoding the urban space. For Joyce's modern Odysseus, the ghostly industrialization of Dublin would not have gone unnoticed either. According to colonial and post-colonial studies, the development of the Irish beer industry was an exception. However, England still benefited from this win. The Soviet Union also created its ideological narrative, according to which Sovietization brought only happiness, wealth, peace, unity, and enduring reconstruction to Georgia and its capital. As Tsipuria notes in his book "Georgian Text in the Soviet/post-Soviet/postmodern Context," the Soviet Union created all the mentioned myths, depicting Tbilisi as the kingdom of justice. However, comparing the artistic space of Dublin and Tbilisi indicates the difficult socio-economic situation of unprogressive provincial cities and their residents. Georgian people have been fighting for the protection of national consciousness for centuries. The Soviet Union, the successor of Tsarist Russia, enforced a colonial policy. The traveling heroes of both novels scent the signs and symbols given in the urban space, taking into account their modern historical, socio-economic, and cultural context. Leopold Bloom reads the signs of colonialism, ghostly industrialization, and pop culture in the urban topos of Dublin. While wandering around, the unknown narrator of "Southern Elephant" uncovers signs and symbols of Soviet Georgia, the dark 90s, and civil war in the urban space of post-Soviet Tbilisi.

Accordingly, in the "Hades" episode, mentions of the statues of Irish politicians who liberated the country (Smith O'Brien, Daniel O'Connell, Sir John Grey, Charles Parnell, and others) erected in the Dublin squares serves to show the political paralysis of Dublin (Joyce's modern interpretation of Homeric hell). As for the "Southern Elephant", the artistic space of post-colonial Tbilisi will reflect the tendencies of liberation from Soviet symbols starting from the 90s.

Another similarity between the urban spaces of Dublin and Tbilisi in the 20th and 21st centuries is the presence of prostitution zones. In the novel, such locations are represented by the neighborhood of Monto, Kharfukhi has been associated with prostitution. Wandering through these dark and labyrinthine urban spaces can evoke an unconscious insight into the original sin of a person. In the "Circe" episode, which is full of phantasmagorical visions, the main character powerfully conceals the feelings, desires, fears, guilt, and impressions of a prostitute.

Among the features of city semiotics, public organizations(the national museum and the library) are remarkable topos of such urban cities of Dublin and Tbilisi. They are perceived in their way by wandering characters. Built-in the Victorian era, neoclassical Palladian style, the sculptures of Greek goddesses in the National Library of Ireland evoke sensual visions in Leopold Bloom's mind. While museum, as Gia Pirtskhaladze notes, at the end of the 1920s, the incomplete Oriental-Arabesque style project of Korneli Tatishchev (joined arches that remained in the inner courtyard) was assembled by the architect Nikoloz Severov. The eclectic structure characteristic of Tbilisi architecture captured in the childhood photo of a Georgian wander, which "jumps out from time to time in the novel, like a rescuer island, which supplies vital energy to the hero, condemned to drown in the waves of life, by mixing vacuum, nothingness, superiority, tired and exhausted" (Jalishvili 2017- 2018, p.20). According to the novel, the museum exhibit (a prehistoric southern elephant from the village of Taribani) transformed into a symbol of the essence of Tbilisi's urban space. From the point of view of intertexts, the statues placed in the urban space are interesting, in which the country's past and its structure, national self-awareness, and independent ethnocultural uniqueness are embodied.

Joyce's and Kikodze's wandering characters decode the socio-cultural and political reality of cities through the urban space, considering two different mass communication media. According to Joyce's novel, the urban space is equivocal. On the one hand, Dublin is a provincial city with a low rate of industrialization in the 20th century. On the other hand, its urban space has become a principal center of modern mass culture and advertising. The practical and eager eye of Joycean Wander, the advertising agency of the modern era, does not evade any advertisement, poster, newspaper article, or telephone line that has become meaningful, illustrating signs of the urban semiotic space. '' Mr Bloom stood at the corner, his eyes wandering over the multicoloured hoardings. Cantrell and Cochrane's Ginger Ale (Aromatic). Clery's Summer Sale. No, he's going on straight. Hello. Leah tonight. Mrs Bandmann Palmer''(Joyce, 2010, p.105). Leopold Blooms's ''culture in which he exists is awash in advertisement and machinery, and his consciousness is continually drawn to the newspapers, popular reading, snatches of popular song, or figures from the entertainment industry, then, from an idealist point of view, it is tempting to read Ulysses as an indictment of twentieth-century European mass culture insofar as that culture is a distraction from more important political or aesthetic considerations''(Kershner, 2010, p. 28). All the allusions to headline clichés and journalistic existence ("Aeolus") spread in the architecture of the novel are an echo of the overall

state of telecommunications and mass culture in the daily political and social life of Irish people. Thus, in the modernist novel, Leopold Bloom first defines urban elements through mass culture and advertisements. Meanwhile, in the postmodernist novel, this artistic approach also observes the topos of the crowd and urban space through social networks.

In the postmodern era, the virtual social network has changed into an alternative area of real life, where people simultaneously discover themselves and, to some capacity, affect their self-expression. It has also taken on a virtual form of carnivalization because even in such a fictional world, people wear carnival masks and are subject to social lifestyles. In the social network, people lose their identity. Full of pseudo-love, pseudo-patriotism, pseudo-intellectual, and automatic activities. The character from Kikodze is likewise a player in this virtual carnival, observing his fellow citizens. Thus, in the modernist novel, Joyce wander first depicts urban elements through mass culture and advertisements, while in the postmodernist novel, character's gaze also marks the topos of the crowd and urban space through the social network.

An intertextual parallel between the novels can be considered the phenomenon of carnivalization, which, according to Bakhtinian theory, is achieved by textualizing the categories of the carnival worldview from the Middle Ages and Renaissance forward. In terms of the type and number of Bakhtinian carnival types, the Georgian postmodernist novel is significantly behind the artistic text of Ulysses. Nevertheless, unlike the modernist novel, "Southern Elephant" recalls the carnivalization of the meeting, which has become an indivisible event in the existence of the Georgian nation and urban space since the destruction of the Soviet Union until today. After the collapse of the Soviet Union, the streets and squares of Tbilisi have frequently become assembling places for desacralized and disoriented crowds. It is true that even before the civil war, the architectural appearance of Freedom Square was periodically modified, but the war in Tbilisi was very damaging to the compositionally linked buildings around it. '' Each new historical-political context creates a new social truth, which frequently affects the physical environment and forms unique conditions for the perception and interpretation of the architectural space'' (Jishiashvili, 2015, p.135). The narrator of the novel makes an artistic interpretation of this urban element against the backdrop of the political activity of a mother alienated from her son. While strolling in Dublin, Lenehan can be said to visit an urban topos of such historical and political importance as Rutland Square. Irish people gathered against England in this square (now Parnell Square), Parnell made his political debut here, and the Easter Rebellion started here. In Lenehan's consciousness, the square seems to stimulate an unconscious sense of Irish political paralysis, and wandering for change. Side-stepping Rutland Square would place Lenehan outside one of the main symbols of his city, the circle, which consistently maintains a negative connotation in this collection and conveys a desperate situation. '' He could think of no way of passing them but to keep on walking. He turned to the left when he came to the corner of Rutland Square and felt more at ease in the dark quiet street, the sombre look of which suited his mood'' (Joyce, 1917, p.72). In both novels, the carnival forms are qualitatively realized in agreement with the specific historical reality of their countries. However, the method of carnivalization is encountered in both as a dialogic attitude between the past and present and an essential part of the urban space of Dublin and Tbilisi.

The epoch of modernism shifted cafes into the topos of vital cultural-philosophical values of urban life. For the narrator who observes contemporary cafes, they are spaces of monotony and gossip in urban life. "I'm drinking coffee and looking at how Shorena, half turned away from me, folds napkins one by one and arranges them in trays. His dull and unexcited barking is better than the running of a Doberman. The peaceful darkness of folding rectangles into triangles...'(Kikodze, 2016, p.27) and '' The place is filled with anticipatory moms of 51st school students, hearing them is even worse than reading social network statuses... '' (Kikodze, 2016, p.141) The Tbilisi restaurant is a model of the semantic topos of the pre-war city of Tbilisi and has a different symbolic meaning in the consciousness of the Georgian wanderer. This restaurant is a symbol of Tbilisi's uniqueness and, for the narrator, represents a spiritual crisis caused by having a brutal father.   In Dublin bars, where rebels once made history, their descendants now drink to ease the misery of existence. In Dublin's café, the anti-Semitic attitude towards Bloom is particularly evident through instances of abstract patriotic ideas, exemplified by the act of an outcast Irishman throwing a tin can.

Traces of "Ulysses" can be seen in several sections of the novel: for example, the scene of finding a drowned man at the beginning of "Southern Elephant" and the moments of "Telemachus." Both in "Telemachus" and "Proteus," the corpse of a drowned man is often evoked. The brothel scenes in the episode of "Circe" ("Ulysses") and the section of Kharpukh ("Southern Elephant") also have similarities. The dining and breakfast scenes from "The Southern Elephant" are reminiscent of episodes from "Ulysses" such as "Lotus Eaters," " Lestrygonians" "Circe," and "Two Gallants" from "The Dubliners." The explanation for why the heroes cannot return home is similar - a loving act is played out in the apartment of both of them. In the hero's stream of consciousness, we can often catch the intonations of Joyce, although, inherently, in its complexity, it is lower than the stream of consciousness of Stephen or Molly.

3. Conclusion

Historical excursions have shown us that politically, socio-economically, and culturally, the situation of "paralyzed" Ireland typologically fits the recent historical processes in Soviet and post-Soviet Georgia. The similarity of perception and evaluation of urban topos by Joyce's wandering observer and Kikodze's wandering hero should be explained by typological parallels. Geographical hyperrealism and realistic accuracy of names and places are equally typical of both Joyce's and Kikodze's semiotics of cities. For both authors, the city is a kind of palimpsest, where the history collected over the centuries is revealed against the backdrop of nominal everyday events: the Bank of Ireland building on the Freeman's Journal logo, which says "Ireland's sun rises in the north-west"; Nelson's Column, from which infertile sisters throw their plums on the asphalt; The Dublin pubs where the conspirators used to gather made history, and their descendants now try to drown their sense of weakness and inadequacy in drink; Motor racing, where Ireland is left only as an outside spectator, does not take part in the celebration itself, relying on the clapping of others at Naas Road; The red, newly built buildings, constructed on land bought by someone from Belfast and altering the look of old Dublin - these artistic icons of "Dubliners" and "Ulysses" are landmarks of Ireland's past. To fully present the ways of defining the role of the city and the clarifying signs and symbols of the urban space in the prose of writers representing two completely different eras (modernist-postmodernist), historical-political systems (colonialism/post-colonialism; Soviet/post-Soviet) and nationality. The processing of relevant literature allowed us to find intertextual parallels in the works of James Joyce and Archil Kikodze to accept an account of the historical context in a disharmonious urban environment.

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The concept of false cognates and translation difficulties between French and English

Inga Tkemaladze (PhD) Lecturer of French

(Doctor of Pedagogy International Black Sea University, Tbilisi, Georgia)

Introduction

Nowadays new technologies, media, business or individual traveling abroad lead us to almost daily contact with various languages. Different types of translation (literary, journalistic or technical), which are in great demand, increase progressively.

It should be mentioned that translation quality assessment becomes more and more important as good quality translated speeches, texts, i.d. different types of documents (agreements, contracts etc.), are highly demanded.

In Georgia and in many other countries people more likely possess two or more foreign languages in addition with their own mother tongue. When they start to learn a foreign language (English, French, Spanish, German etc.) at their will, it is important to take into consideration that such learners in many cases already know one or even more foreign languages. In most cases L1 is English. During the translation process they are mostly influenced by their mother tongue and by L1 as well. Consequently, there can be little doubt that for people who are in daily contact with two closely related languages, such as English and French, translation related problems and especially the problem of false friends sometimes represents a real minefield. Thus, these deceptive pairs should be veritable puzzle for translators/interpreter or foreign language learners dealing with them.

Mostly the traps of a foreign language are known to all bilinguals (professionals or not), although, linguistic research pays little importance on the problematic issues of false friends and there is still a lack of discipline focusing on such units.

Despite the fact that French is an Indo-European language and part of the Romance family and English is a West Germanic one, the English language was strongly influenced by the French language at the time of the Norman invasion of Britain in the 11th-12th centuries. As a result, nowadays these two languages share many grammatical features and contain many cognates. A large number of words in these languages have the same Latin roots and are mutually comprehensible, although this applies more to academic/technical words than to everyday vocabulary. However, the concomitant problem is the significant number of false friends. Therefore, incorrect translations of such words could seriously damage the quality of a translation.

In our work, we give special importance to the translation process though we don't take into account certain aspects, i.e. linguistic traps such as false friends that are essential for delivering a good quality translation. Due to the reason that false cognates are linguistic phenomena which frequently preoccupy foreign-language translators, it's important to bear in mind that "the presence of false friends in proficient language users such as translators, language teachers, journalists, etc. is not to be underestimated because they are often difficult to identify" (Beltrán 2006:30). The translated text would be more proven/ accredited since the translator has based himself/herself on the proper equivalents. The present paper is mainly dedicated to the classification of three different aspects: semantic, stylistic and phraseological aspects of false cognates in English and French and showing the ways to avoid translation errors as well.

Simultaneously our work concerns the evaluation of translation errors versus translation quality assessment to reduce the number of errors caused by many factors and concepts, especially by the false friends (Fr. *faux amis*), pairs of words written or pronounced identically or similarly but differ in their meaning. We analyze lexical units in two languages that have similar spelling and pronunciation but their meaning is different. These word pairs are called lexical pseudo equivalents, i.e., false friends. Cambridge Online Dictionary (2017) describes *false friends* as "a word that is often confused with a word in another language with a different meaning because the two words look or sound similar."[16]

Accordingly, when we translate from English to French or vice-versa, we can get easily confused or confuse others with these deceitful lexical pseudo-equivalents i.e. false friends. Realising translation process as the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language is very difficult and consuming. The translation quality assessment depends on the linguistic notions of both languages. But for/in either text, oral or written, literary or technical, translation always signifies two successive activities: understanding and reproduction. For this reason, special attention should be paid to the above-mentioned lexical units.

The aim of our article is to present the origins and diversity of false friends, to give ways for avoiding translation errors and reduce translation errors. It is undoubtedly not a global research, but a modest attempt which can be used in Translation Studies, as well as in the teaching process of the English and French languages.

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16   Cambridge Online Dictionary. http://dictionary.cambridge.org/dictionary/british/false-friend (Retrieved January 23,2023)

1. Translation process: interacting factors, techniques and categories

In general, the term "translation" itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process.

Naturally the question arises: what is translation? Jean René Ladmiral (1994:11) defines that "translation is a particular case of linguistic convergences: in a broad sense, it refers to any form of "interlinguaistic meditation", enabling the transmission of information between speakers of different languages

> *"Translation is an operation which try to establish equivalences between two texts expressed in different languages, these equivalences being always and necessarily a function of the nature of the two texts, their purpose of the relations existing between the culture of the two peoples, their moral climate, Intellectual, affective, depending on all the contingencies of the time and place of departure and arrival"* (Gary, E. 1985:85).

Generally, translation makes communication possible among people who read or write different languages and have different cultural heritages as well.

Whereas, language is composed of written and oral components we have translation in written and oral forms and It is worth metioning that oral translation has a range of differences from the written one. Both interpreting and translation presuppose a certain love of language and deep knowledge of more than one language. It should be emphasized that the problematics of false cognates deal translators and interpreters as well.

We consider discussing translation processes (techniques) relevant to the translation as well. According to Vinay et Darbelet's (1958:55), there are seven translation strategies/techniques summarized in the following chart form:

	FRENCH	ENGLISH
Borrowing	Bulldozer	Fuselage
	Five o'clock Tea	Bon voyage!
Calque	Lutétia Palace	Governor General
	Compliments de la saison	Take it or leave it
Literal translation	Quelle heure est-il ?	What time is it?
Transposition	Depuis la revalorisation du bois	As timber becomes more valuable
	Défense de fumer !	No smoking!
Modulation	Complet	No vacancies
	Peu profond	Shallow
Equivalence	Comme un chien dans un jeu de quilles	Like a bull in a china shop

Chart 1: Translation techniques

However, we take into account another two translation techniques such as collocation and compensation.

While translating a text, when we are oriented on the quality of translation, the following interacting factors must be underlined:

(1)   The structural characteristics, the expressive potential and the constraints of the two languages involved in translation;

(2)   The extra-linguistic world which is "cut up" in different ways by source andtarget languages;

(3)   The source text with its linguistic-stylistic-aesthetic features that belong tothe norms of usage holding in the source lingua-cultural community;

(4)   The linguistic-stylistic-aesthetic norms of the target lingua-culturalcommunity;

(5)   The target language norms internalized by the translator;

(6)   Intertextuality governing the totality of the text in the target culture;

(7)   Traditions, principles, histories and ideologies of translation holding in thetarget lingua-cultural community;

(8)   The translational "brief" given to the translator by the person(s) or institutioncommissioning the translation;

(9)   The translator's workplace conditions;

(10)   The translator's knowledge, expertise, ethical stance and attitudinal profilesas well as her subjective theory of translation;

(11)   The translation receptors' knowledge, expertise, ethical stance and attitudinal profiles of the translator as well as their subjective theories of translation. (House, 2015:13,14)

For evaluating translation's errors, the above-mentioned interacting factors, techniques and categories of translation process should be understudied.

2. Translation errors

1.1 Specifics and characteristics of translation errors

While discussing the quality of translation and related problems, it is necessary to consider the problem of interference as well. First of all, it's important to define the phenomenon of interference and the problematics in the translation process. It should also be underlined that in translation studies language interference is most often regarded as a harmful phenomenon and something to be avoided. A good quality translation demands the negative influences, errors to be reduced even eliminated from the translation process.

Mainly, the problem of interference is discussed as a problem related only to the native languages in a translation process. Though, generally in many cases we mostly underline interference between L1 and L 2.

At the same time the problem of interference is not a major problem in the translation process considering such linguistic "traps" i.e. false cognates/false friends that are essential to deliver a good quality translation.

Sometimes translation is considered to be easier than it is. People often think that it's just a matter of replacing each source word with the corresponding translated word.

Unfortunately, translation is much more complicated than one can easily imagine. There can be multiple of ways of expressing/reproducing the ideas in another language. Different lexical and grammatical structure of each langauge as well as othe linguistic aspects create the possibilities of making mistakes during the translation process.

While we are discussing linguistic errors, it is important to detach two categories: linguistic calques and "false friends". According to the G. Mounin's linguistic dictionary, "false friends" are words having similar forms and etymology and their meaning are partially or completely different.

It should also be underlined that in some cases linguistic calques are not considered as errors. Typically, calques are used when we do not have adequate linguistic knowledge; concerning the "false friends" they are called pairs of words of two languages representing "inter-linguistic paronyms". Due to the formal similarity they are often perceived as equivalents by mistake. M. Ballard (2003:260) explains that these are signs of two different languages whose signified are in homonymous or paronymous relations and whose signifiers are more and less different from each other.

That is why we must try to avoid any errors in translation process and not to take special attention on only interference problems or even just on false cognates/false friends.

According to observation of the translation errors, negative interference may occur in every kind of translation. To sum up, translation is a powerful process that may corrupt or improve the understanding between nations or add new concepts and ideas, depending on how strong, negative or positive the interference phenomena are.

1.2 False cognates/false friends: semantic, stylistic and phraseological aspects of false cognates/false friends

The term "translator false friends '' for the first time has appeared in 1928 in French researchers Koessler and Derocquigny's work "Les faux amisou les trahisons du vocabulaireanglais" andin an additive work of Derocquigny' s (1931), as a "Autres mots anglaisperfidies". According to Vinay J. and Darbelnet J., the term "faux amis" is a variant of "mots sosies" (double words) used by Veslot and Banchet (1922). Felix Boilot (1930/1956) returned to thissubject in his "Le vrai ami de traducteur, anglais-français et français-anglais". Since many languages have created a lot of terms for such category of words, in general, this term was established later.

Vinay J. and Darbelnet J. define false friends in the following way: faux amis are those words which are identical in form and in etymology in two languages but, which, because of their separate developments in two distinct cultures, have taken on different meanings. (Vinay J. and Darbelnet J., 1958: 70-71).

It is known that the concept of false friends attracts the attention of linguists and lexicographers for two reasons: firstly, from the point of view

of practice, it is necessary to translate them appropriately to avoid being misunderstood; and secondly, from the theoretical and linguistic aspect, explaining the origin of the semantic difference.

In our research we took into consideration some scholars' opinion about false friends. E.g. Baker (2011:22) describes false friends as:

> "*words or expressions which have the same form in two or more languages but convey different meanings; they are often associated with historically or culturally related languages such as English, French, Spanish and German".*

However, Veisbergs (1994:07) states that these lexical units are basically always semantically and etymologically linked, and this causes their distinction even more complex and increases the possibility of errors in their usage.

Moreover, two linguists Veisbergs (1994:08) and Sheen (2000) prove that there might be another classification, according to which lexical pseudo equivalents can be of two major types:

Figure 1. Classification of False Friends (according to Veisbergs 1994:08 and Sheen 2000)[17]
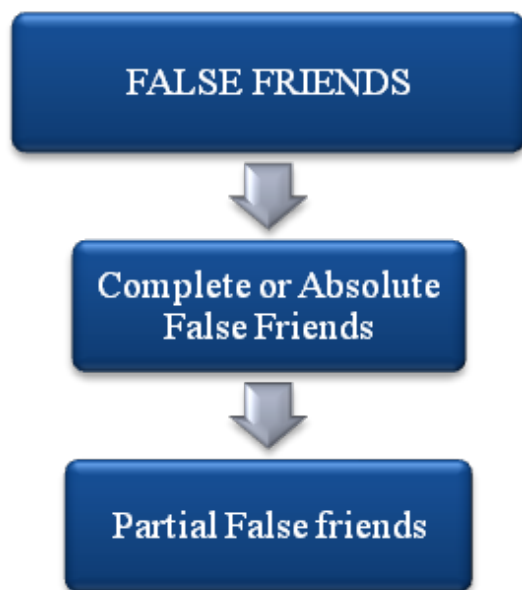
Figure 2. Classification of False Friends (Dominguez and Nerlich, 2002:1835-1836).
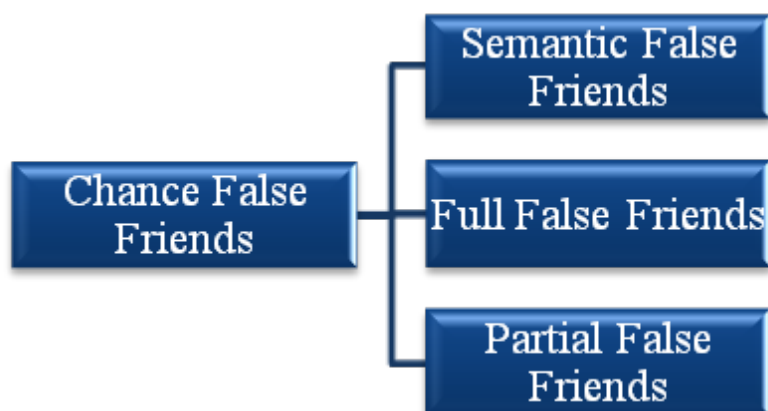
Finally, we consider that the knowledge of classification making a small glossary of false friends would improve the translation process and peculiarly would a guarantee for a high-quality translation.

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17   Sheen, R., (2000). English Faux Amis for Francophones Learning English. English and French language resources. Volterre-Fr.http://www.volterre-fr.com/sheen.html (07.02.2023)

2.3 Three aspects of false cognates/false friends

It should also be noted that false friends between not related languages, such as English and French, Georgian and French, have been discussed by lexicographers, translators and language teachers for decades (Beltr´an, C., 2006; Granger and Swallow, 1988; Holmes and Ramos, 1993, Djachy K., 2003). However, the list of such words given in these books can be considered only a starting point and any translator will find opportunities of completing them.

Therefore, Vinay J. and Darbelnet J., examined the problem of false friends under the following three aspects: 1) The semantic dimension; 2) The stylistic dimension; 3) The phraseological or stylistic dimension.

Faux amis are distinguished by their differences in the meaning:

	French	English
(1)	Actuel	present
(2)	Réel	actual
(3)	Éventuellement	if need beand others.

This aspect is the focus of the books of Koessler et Derocquigny and Boilot. Vinay and Darbelnet add some more examples:

	English	French
(1)	Antiquary	: amateur des choses anciennes
(2)	Antiquary dealer	: antiquaire
(3)	Maroon (colour)	: lie de vin
(4)	Brown (colour)	: marron
(5)	Intangible	: imperceptibleand others.

Those words share none of the sense of their etymological counterparts. But the partial faux amis are much more frequent i.e. those share some meanings.

	English	French
(1)	a. Journal (newspaper)	→journal
	b. Journal (learned journal)	→revue scientifique
(2)	a. Granary (grain-story)	→grenier
	b. Loft, attic ()	←grenier (extended meaning)
(3)	c. Obliterate	→effacer
	d. Cancel (a stamp)	←oblitérer
	e. Postmark (a letter)	←oblitérer

and others.

Stylistically, faux amis can have more or less the same meaning but they differ in their stylistic values, i.e. with respect to their intellectual or affective weight (pejoratives, laudatives, or neutral) or with respect to their areas of usage.

Intellectual meanings		Affective meanings	
French	*English*	*French*	*English*
1. Maternel	maternal	Maternel	Motherly, maternal
2. Ennemi (adj.)	Hostile,	hostile	hostile, inimical
3.	juvenile	Juvénile	juvenile
4. Belligérant	belligerent	Belliqueux	belligerent
5. rural	Rural	De campagne	rural
6. Foule	populace	populace	rabble

Table A (with general meanings)

1. "motherly" always has an affective meaning;

2. The French "hostile" is always affective, but in English it can have an intellectual meaning: "hostile force: force enemies";

3. French "juvénile" in English, it cannot be used in intellectual sense; in English, it can be both, but it is often pejorative;

4. The French "belligérant "is only intellectual, its affective counterpart is belliqueux;

5. Example : a rural church : une église de campagne.

Literary, administrative or technical usage		General language use	
French	*English*	*French*	*English*
1. Carié	Carious	Carié	bad
2. Obsèques	Funeral	Enterrement	funeral
3. Char de combat	Tank	tank	tank
4. Condoléances	Condolence	Condoléances	sympathy

Table B (with special meanings)

Thus "carious" is exclusively technical, "obsèques" belongs to the literary style, "tank" is both technical and usual in English, while "condolences" is not usual word; Concerning the phraseological or stylistic dimension, in this case it is a question of the false friends of structure. (Vinay J. and Darbelnet J., 1958: 72-73).

It is absolutely necessary for a translator/interpreter that taking into account the false friends of the French language can be harmless, inconvenient, or downright embarrassing. E.g. the French word "préservatif" doesn't mean "preservative" at all - and actually means condom; "Excité" doesn't mean "to be excited about something " and actually means enthusiast; the "librairie" in French means a bookshop, the word for library is bibliothèque; "Sensible" means "sensitive" in French and the word for "Sensible" is "raisonnable"; the verb "s'introduire", actually means to penetrate, insert or enter, "introduce each other", in French is "se présenter" and others.

We consider that in translation process it is important to focus on "faux amis" (false cognates), the translator should underline the words that look identical in both French and English, but have entirely different meanings and pay more attention to the translation of such words, which, in its turn give them possibility to avoid making errors to the reason of faux amis – false friends such words look so comfortingly like English words, chances are high that translators wouldn't have any idea that they have another meaning.

Thought the, we aware translation studies pay more attention to such concepts, it is very important to classify different kinds of false cognates; Therefore, translators should be informed in general that there exit three types of such structures:

(1)   Words that look alike but have no common root: "true faux amis" words look similar in both French and English, but don't and never have shared an etymological origin. The most common example is pain. The word means "bread" in French, but refers to an unpleasant physical sensation in English.

(2)   Words that share a common root but have different definitions.

Linguists say that roughly one-third of the English language is composed of words that have French roots, which, in their turn, were often born of Latin words. The trouble is that over the centuries, certain of these words have taken on meanings different from their original French/Latin one. For example, despite the common origin between the French verb "crier" and the English verb "to cry," the two words have different meanings. Crier has nothing to do with sobs and tears – it means "to shout." The French word for "to cry" is pleurer.

(3)   Words that share a common root and have partially similar definitions**.**

These words, called semi-faux amis (or semi-*vraiamis*), share at least one definition in French and English, but also have at least one definition that the other language doesn't share. A good example of this is the word parfum (perfume). In both French and English, it refers to a fragrance. In French, however, it also refers to a flavor.

(4)   Common Faux Amis*:*

Dozens of false cognates exist but some arise in documents or texts more frequently than others. We consider translators must memorize this list of common *faux amis* – and learn the proper French word for their intended meaning. Thereby translators should have a keen grasp on the nuances of French vocabulary and should have fewer errors in translation.

Mini research

Reviewing false friends of the language, we found out about more than 100 examples from the different type of documents, texts, titles and headlines and, in addition, we tried to group them according to the main parts of speech: nouns, verbs, adjectives, adverbs and structural errors of faux amis. We analyzed the transfer of content qualitatively and quantitatively.

As a result, our research led us to the following reality: the important parts of false friends are caused by the transfer of verbs: 43%, by nouns 38 %, by adjective and adverbs 13 % and fewer errors are structural 6 %. The chart below shows the results of our observation:
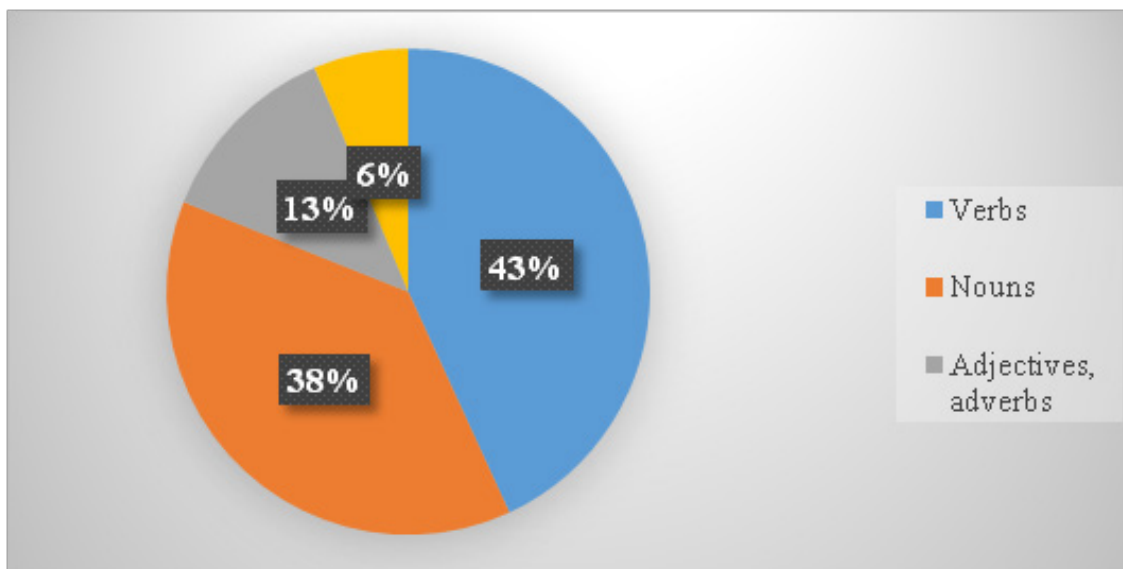
Chart 2: Percentage of false friends by parts of speech and structure

And in our research, we give examples of mistakes according to the main parts of speech:

Nouns:

(1)   We have to do a safety ***formation*** before we start work on the production line.

     (We have to do safety ***training*** before we start work on the production line).

(2)   It's not easy to make ***benefits*** in this bad economy.

     It's not easy to make ***profits*** in this bad economy.

(3)   ***A lot of concurrence*** leads to lower prices.

     (***A lot of competition*** leads to lower prices).

(4)   My colleague works in ***a society*** that was created in 1960.

     (My colleague works in ***a company*** that was created in 1960).

(5)   Google's company ***politic*** is to encourage creativity, initiative and fun at work.

     (Google's company ***policy*** is to encourage creativity, initiative and fun at work).

Verbs:

(1)   They **had a very big success** inGeorgia.

        They **were successful**inGeorgia.

(2)   On these weekends, they like **to profit from** the mountains and go trekking.

        (On these weekends, they like **to take advantage** of the mountains and go trekking).

(3)   iBig companies **have lots of advantages**, like discounted activities and a free cafeteria.

        (Big companies **have lots of perks** like discounted activities and a free cafeteria).

(4)   YYou have **to realize** these tests before next week.

        (You have **to do** these tests before next week).

(5)   We have factories **implanted** in 5 countries.

        (We have factories **located** in 5 countries).

        (To achieve our project, we **intend** to do ittomorrow).

Adjectives, adverbs:

(1)   During our meeting, we met very **sympathetic** partners.

        During our meeting, we met very **nice** partners.

(2)   The **actual director** is really a nice woman.

        (The **current director** is really a nice woman).

(3)   Check to make sure you have the **good** data.

        (Check to make sure you have the **right** data).

(4)   They **are ancient** members of our touristic project.

        They **are ex** members of our touristic project.

(5)   Our partners will give you more details **eventually.**

        (Our partners will give you more details **if you need them**).

Structure:

	French	English
(1)	Abondance	Abundance
(2)	Agrégat	Aggregate
(3)	Criminel	Criminal
(4)	Confortable	Comfortable
(5)	Funérailles	Funeral
(6)	Furieux-euse	Furious
(7)	Indépendance	Independence
(8)	Identique	Identical
(9)	Jolie	Jolly
(10)	Leçon	Lesson
(11)	Luxurieux	Luxurious
(12)	Magique	Magic
(13)	Magnétique	Magnetic
(14)	Magnifique	Magnificent
(15)	Trafic	Traffic

Conclusion

To sum up, "the false friends of a translator" were once related but have now grown apart; they often refer to objects or concepts in the same semantic domains. This is where the greatest risk of confusion lies and causes errors in translation and we consider translators of either language (English or French) must exercise and sustain caution - it is tempting to clutch at identical or similar words when using another language, even at advanced level.

Translation is a matter of trust. And it is very important to deliver accurate, nuanced, confident translations so that they can communicate effectively across languages and borders.

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CHAPTER 2. **Role of Higher Education Institutions in Promoting Lifelong Learning and Career Development**

Elif Betul Erguvan[18]*

Abstract

Lifelong learning and career development possess a tight connection in their essence and in achieving global demands. The role of higher education grows to be of vital importance in promoting and implementing both concepts in order to maintain the links between society and education. The gaps in the labor market demonstrate the lack of communication between employers and curriculum developers. Despite the fact that the concepts exist for decades, there are still some quandaries related to their practicality. The reasons entail diverse perceptions of lifelong learning and career development which appear as barriers to establishing the notions in an efficient manner. This article discusses the role of higher education institutions in promoting both the terms and the urgency related to societal aspects. In this way, the unemployment rate would be decreased, and individuals would gain global competencies and skills. Thus, the article aims at raising awareness on the better understanding of lifelong learning and career development and emphasizing the crucial role of higher education institutions in implementing the concepts.

Key Words: lifelong learning; career development; higher education institutions

1. Introduction

Lifelong learning has been existing for decades; however, there is a lack of consensus on the perception of the term (Dawe, Romkey, Bilton, & Khan, 2021). Evolving and owning different names and conceptualizations, career development does not possess a one-size fits all definition (Herr, 2001) likewise lifelong learning (Nørgård, 2021). Thus, analyzing the concepts on an institutional, regional, and country basis grows to be of vital importance.

The emergence of neoliberalism and global world demands put pressure on higher education in providing students with the concepts of lifelong learning (Halliday, Lifelong Learning, 2010) and career development in contributing to the essence of education in which labor market needs and university programs would have stronger links (Majid, Liming, Tong, & Raihana, 2012). Thus, the ways for promoting both of the terms should be discovered and higher education institutions should put further emphasis on the curriculum, and mentorship programs and analyze the labor market needs.

2. Literature review

2.1 Defining Lifelong Learning

Lifelong learning is not a new phenomenon (Bakken, 2020). It has been evolving for decades and has grown to be of vital importance in the educational sphere (Kejawa, 2017). Lifelong learning was also referred to as lifelong education and continuing education despite the broader aspects of lifelong learning components until the mid-1990s (Ouane, 2011).

Lifelong learning allows an individual to be engaged in four main areas – formal, non-formal, informal, and self-directed processes. In this regard, it is differentiated from lifelong education due to its wider aspect. Lifelong education encourages a person to engage in the formal-based education sphere which entails the educational institutions and does not put much emphasis on the other parts of learning. Informal and non-formal elements require the learning process to entail the courses taken throughout life purposeful or undeliberate (Mocker & Spear, 1982).

The consensus on the definition of lifelong learning is still lacking which makes the concept to be analyzed and discussed on a regional and country basis (Dawe, Romkey, Bilton, & Khan, 2021). Considering the fact that lifelong learning entails all aspects of learning, it should facilitate individuals to adapt to global changes and engage in a constant learning cycle (Laal, 2011). Lifelong learning owns an altering aspect that needs to be meticulously analyzed and regularly conceptualized (Nørgård, 2021). With the emergence of the COVID-19 pandemic, the concept attracted researchers' interest in discovering how LLL works with hybrid modes of teaching (on-site and online). Needing to analyze the quality of changes, higher education institutions should develop a framework that would help to assess the teaching/learning mechanisms and enhance the quality of education as well as help individuals become lifelong learners (ibid.).

2.2 Defining Career Development

Similar to lifelong learning, career development has also evolved over time, owning a variety of names and definitions. It was first used as 'career' after which it was referred to as 'vocational guidance', 'occupation' 'career-planning' (Super & Hall, 1978), and finally as 'career development' (Herr, 2001). It is also defined as a process that requires the persistent growth of individuals in accomplishing individual career patterns and desires (Niati, Siregar, & Prayoga, 2021).

Considering today's society, requirements for jobs involving physical strength shift to the need for soft skills (Majid, Liming, Tong, & Raihana, 2012). Higher education institutions have been challenged to provide students with skills that include communication, management, prob-

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lem-solving, and self-growth (2012, p. 1036). Similar to lifelong learning, career development does not only entail the components of self-development but also the analysis of societal gaps and needs (Duffy & Dik, 2009). In this way, meeting global demands, attracting employers, and maintaining career development would be maintained (Abell & Becker, 2020).

Higher education institutions could promote career development by adapting curriculum, entailing students' needs and labor market demands, and raising self-aware individuals (Brancato, 2003). Career development attracts the interests of companies as well as educational institutions in which the ways for establishing personal and organizational links are examined (Bagdadli & Gianecchini, 2018). Thus, career development is also associated with gaining employability skills which puts emphasis on building the relationship between the labor market and the programs at higher education (Okolie, et al., 2020).

2.3 Role of Higher Education Institutions in Promoting Lifelong Learning and Career Development

The world has been experiencing new changes and requirements due to the new phase of labor market needs, internationalization, and globalization (Halliday, Lifelong Learning, 2010) (Yang, Schneller, & Roche, 2015). These amendments brought new challenges for higher education in which teaching 'what to learn' started shifting to 'how to learn' (Kehm, 2015). Considering the needs of the global world and its demands, higher education institutions have diversified their services and regarded themselves as the centers for lifelong learning development (Atchoarena, 2021). Despite the presence of the concept for decades, it has been difficult to establish. Contemplating lifelong learning establishment, career development has also been gaining the interest of researchers due to the labor market needs (Succi & Canovi, 2019). Despite the earlier years in which being graduated from a higher education would enable individuals to find jobs and fit in the labor market, nowadays, people struggle in responding to the challenges of the global world.

The debates and discussions on the role of higher education in providing individuals with the skills for labor market demands have been continuing for decades (Knapper & Cropley, 1985). Achieving higher employability would be realized by integrating effective career development and lifelong learning practices in universities (Kalfa & Taksa, 2015). Global market demands bring new requirements, including the motivation of students in engaging lifelong learning practices, analysis of labor market needs as well as providing students with the competencies in accordance with those needs, and development of curriculum based on the demands (Jackson & Tomlinson, 2021). Therefore, providing practical opportunities such as extra-curricular and for-credit activities in which students could obtain insights into the job market and experience the gist of the work environment could lead them to be more confident and responsible in shaping their career paths as well as their personal attainments.

4. Conclusion and Recommendations

Lifelong learning and career development have been existing for decades; however, they still lack a consensus on the one-size fits all definition. Perceiving the terms grows out to be of vital importance in establishing effective and appropriate frameworks or improvements in higher education. Mentorship programs, integration of practical courses in the curriculum, and the analysis of labor market demands would contribute to raising capable individuals and diminishing unemployment.

Higher education institutions are required to meet the global world demands which could be managed through the promotion of career development and lifelong learning. Even though the terms seem to be having distinct orientations, they entail mutual elements and facilitate the process of self-development as well as the satisfaction of societal needs. Therefore, higher education institutions should provide students with a practical implementation of both notions.

Learner's Autonomy in Task-based Language Teaching

Ekaterine Topuria Associate Professor (Akaki Tsereteli State University)

Key words: learner autonomy, task-based learning, teacher instructor

INTRODUCTION

In modern second language teaching classrooms the role of an instructional designer is very special. The older approach towards the role of a teacher being alone in search of bright ideas and planning a lesson has remained in the past. Nowadays the modern experience shows how much important it is not only to teach but to improve educational curricula and materials together with the instructors and the learners of the 2nd language class. When designing a curriculum, an instructional designer should take into an account the various approaches to learning and teaching. One popular approach is the Task-based Language Teaching (TBLT) approach, which has been implemented in the classroom as a way to motivate learners and ensure that acquisition occurs. TBLT refers to the approach of teaching where a learner has to solve problems that simulate real-life scenarios .Thus motivating a learner we create a learner centred curriculum to raise the learner autonomy. The core item for creating the modern curriculum is to have a correctly chosen approach of "learning by doing". (Niemiec 2009)

The aim of the article is to study a learner's willingness not only to learn but to take a responsibility together with the instructor in search of fulfilling the aims of the language learning at the given moment of studies, which is very important nowadays. In this way we are enabled to raise a learner's autonomy and encourage collaboration between the instructor and the learner. In this respect the task-based learning appears to be one of the influential tools to achieve the target and modify the teaching tools and material to the needs of the learner, his/her age, sex, social background, sometimes religious belief. This approach may be productive for developing the independent language learner acknowledging his own needs better and collaborating with the instructor to take own responsibility for learning the second language. The approach may develop different skills, for example, reading skill, enabling to enrich the vocabulary, the listening skills etc. and parallely develop the teacher's role as an instructor at a higher level of studies.

Methodology

Exploring the learner's autonomy in task-based Language teaching we have recalled the theory of constructivist which refers to the idea that knowledge is created by the learner and that knowledge is a process based on their personal experiences "empowering [learners] to make choices about how and what they will learn results in a shift from having all learners learning the same things to allowing different learners to learn different things" (Karagiorgi and Symeou 2005) Similarly, Muñoz-Luna (2014) also suggests that constructivism encourages active learning, which makes them capable of using language. However, there are some limitations to relying on learner autonomy and constructivist models. For example, there is always the possibility that the learner constructs knowledge inaccurately. Moreover, Neville & Britt (2007) discourage providing too much scaffolding as the learner "runs into the risk of being led to a solution rather than developing their own" . In order to ensure that the learner is autonomous, yet accurate, it is necessary for the instructor to provide a sufficient amount of scaffolding without discouraging autonomous learning. If it is the instructor's role to facilitate, then it is the instructional designer's responsibility to create effective learning materials and design tasks and learning activities that are appropriate to the learner. (Muñoz-Luna 2014)

An effective curriculum should also be supported by effective language learning strategies, which should be taught to learners so that they can acquire the target language more successfully. This instructional approach is called Strategy-based Instruction (SBI), which can be defined as an approach to teaching .

We have also recalled Ciubăncan (2013) theory which suggests that tasks can cultivate new experiences for the learner, which can "correct, clarify, and deepen" their understanding. Therefore, task-based learning should be implemented within the design of foreign language instruction. Like TBLT and TBL, constructivist heory also emphasizes the importance of learner autonomy and is learner-centered.

Therefore, classroom assignments and activities should not only be reflective of the content but should also be personalized in order to address the classroom's needs.

For the further theoretical judgments we have applied to Willis (1996) who proposed a model for TBLT, which include three phases: a pre-task activity, the task, and a post-task activity . The pre-task activity provides exposure to the language topic. The task phase consists of the undertaking of the task, which may include planning and reporting. Lastly, the post-task activity allows for the learner to practice and review the knowledge. (Willis 1996)

Discussions and Results

Learner autonomy might foster a higher motivation to continue learning a foreign language, especially while teaching vocabulary . For example, in the experiment of with the English as the Second Language (ESL) learners at Akaki Tsereteli State Univeristy, participants were observed and given a questionnaire, in which they indicated that they were motivated to learn English outside the class by watching movies in English as well as reading scripts in the target language . As learner autonomy is voluntary and independent, learners were able to find personal relevance to continue learning English on their own. As the experiment outcomes showed all participants watched movies online. The two third of the participants were eagerly involved in the task and presented the written thesis on the evaluating the main characters of the movies.

Additionally, to strengthen our practical outcomes we have applied to   Ramirez & Gaviria (2020), who suggest that activities that promote learner autonomy may positively impact language achievement . Furthermore, such tasks that can promote autonomy can also be completed in pairs or in small groups. For example, learners can work together online to propose a new movie or series that can be hosted on Netflix . Regarding the mentioned theory together with the practice of the recent years of pandemic the online group work appeared to be very productive. The teacher appeared to be observer rather than the participant who eagerly instructed the stages of the task. Firstly, exploring the vocabulary, secondly sharing with friends and finally posting checked thesis online.

By the end of the experiment we distributed the questionnaire with the only question whether the participants would enjoy to do the same task in class or out of the class. The whole class actually voted for the out of class task-based learning to practice the active vocabulary of the lesson, watch the film and characterize the main character of the movies using the active lexis of the course.

Conclusion

The presented article once again highlights the necessity of Task Based teaching and learning in search of raising the autonomous learners at ESL English classes in Georgia. The study has shown that the learners need authentic materials, so that they can understand the relevance of the tasks at hand. Furthermore, the materials should also be adapted to the needs and/or interests of the learner. In order to properly assess what these needs entail, instructional designers must work with educators to appropriately analyze what the learner demographic is.   Additionally, "Because learning is student-centered the task-based approach leads to students to become independent thinkers, capable of assessing a problem and discovering on their own the resources that can be used in its solution" .

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Relationship Between the Text and Hypotext – Joy Williams's The Case Against Babies and Jonathan Swift's Modest Proposal

Tamara Kobeshavidze

Abstract

Joy Williams is a living American novelist and short-story writer, who has received several important awards and honours. Despite serious critical acclaim she doesn't seem to get some mainstream attention and fewer people know about her thought-provoking essays concerning different urgent issues.

At first sight, the main subject of Williams's A Case Against Babies (1996) is the issue of overpopulation and millions of children suffering from hunger in the world, but there are also some parallel motifs, recurring elements throughout the text that touch upon a number of other though-provoking issues, but finally point toward the main theme. They are stereotypes about women's role in the society, necessity to have children, the American 'baby boom' idea and in vitro fertilization. Analysing the subjects of Williams's bitter and harsh satire at some point an attentive reader can't fail to remember the other genius essay about babies written by Jonathan Swift in the 18th century. As the theory of intertextuality states a text can't be completely unique or original and a work of literature can refer to another work in a direct way, although sometimes subtle influence isn't less significant. It allows the authors to communicate with the reader through the original texts as well as build and develop their own ideas and concepts on what the reader is aware of the hypotext. Both of these powerful and moving essays are written under the stress of extreme emotions, but certainly neither Williams nor Swift were against children and didn't consider them as a great burden for the parents. The main purpose of these two bitingly ironic and absolutely merciless essays is drawing the attention of an indifferent and partly ignorant audience to contemporary issues of their societies.

Key words: intertextuality, subtle influence, satire, overpopulation, woman role

1. Introduction

Joy Williams is a living American novelist, short-story writer, and essayist who has received several important awards and honours, including Harold and Mildred Strauss Living Award (American Academy of Arts and Letters) and the Library of Congress Prize for American Fiction (2021). Despite serious critical acclaim Joy Williams doesn't seem to get some mainstream attention. Among her notable works of fiction are the novels "State of Grace", "The Changeling", "Breaking and Entering", "Harrow" and a brilliant collection of short-stories "The Visiting Privilege: New and Collected Stories ". However, her best seller was only a tourism guide "The Florida Keys: a history & guide", a brilliant postmodern irony view on the idea of tourism. Fewer people know about her thought-provoking essays concerning different urgent issues. One of the most notable is Ill Nature: Rants and Reflections on Humanity and Other Animals, a collection of essays about ecological crises, human's unreasonable use of natural recourses and animal abuse. Environmental care not only the subject of reflections and meditations for her, but also a way of life, though some critics and readers put it down to her eccentricities. After the death of her husband Hills in 2008 Williams lives alone with her two sheepdogs. She is a devoted mother and grandmother who splits her time among hers and her daughter's home, still uses a flip phone, does not have an email address and drives Toyota, which has 160,000 miles on it but is pretty new by her standards (Kois, 2015, Sept. 2). But that is another story that we need not go into as the focus of my study is on Williams's another significant essay "A Case Against Babies".

2. Discussion

A Case Against Babies was written in 1996. At first sight, the main subject of the essay is the issue of overpopulation and millions of children suffering from hunger in the world, but there are also some parallel motifs, some recurring elements which touch upon a number of other thought-provoking issues throughout the text, but finally point toward the main theme. They are stereotypes about women's role in the society, necessity to have children, the American "baby boom" idea and in vitro fertilization. Analysing the subjects of Williams's bitter and harsh satire, at some point, an attentive reader can't fail to remember the other genius essay about babies written by Jonathan Swift in the 18th century. Thus, the reader once again comes across the Bakhtin (Bakhtin,1984, p.189) idea about a dialogic nature of texts, who considers the text as a dialogue with or a reply to already existing texts: "the author may also make use of someone else's discourse for his own purposes, by inserting a new semantic intention into a discourse which already has, and which retains, an intention of its own. Such a discourse, in keeping with its task, must be perceived as belonging to someone else." Based on Bakhtin's theory Julia Kristeva (Kristeva, 1980, p.66) who first coins the term intertextuality, argues that there is no text completely unique or original: "Horizontal axis (subject-addressee) and vertical axis (text-context) coincide, bringing to light an important fact: each word (text) is an intersection of word (texts) where at least one other word (text) can be read." Intertextuality gives us an opportunity to see any text as a dynamic structure that involves a particular mental activity, namely, not only identifying texts that participate in the final text but rather understanding the new identity of the text. In line with Bakhtin and Kristeva's definitions, the French literary theorist Gerald Genette (Genette, 1997, p.5) provided five subtypes of intertextuality. According to him hypotextuality is the relation between a text and a preceding 'hypotext', when a writer by reworking the same subject or reusing existing motifs or themes builds up a new idea and text. Taking into consideration all these theories Swift's A Modest Proposal can be regarded as a hypotext for Williams' The Case Against Babies, when Williams doesn't refer to Swift's A Modest Proposal in a direct way, but sometimes subtle influence isn't less significant. The full title of Swift's satirical essay which is commonly known as "A Modest Proposal" is "A Modest Proposal

for preventing the Children of Poor People from being a Burthen to Their Parents or Country, and for making them Beneficial to the Publick". As we see in the both titles the words "babies" or "children" define the general topic of the essays, but certainly neither Williams nor Swift were against children and didn't consider them as a great burden for their parents. It's clear that these powerful and moving essays are written under the stress of extreme emotions; both writers choose Juvenalian satire which is absolutely merciless and hateful to state the specific flaws and false values of their societies.

Swift's Modest Proposal has been the subject of considerable discussion since it was anonymously published. The essay is written as a pseudo-economic project in which Swift puts forward his strong arguments how to settle the problem of Irish population which suffer from poverty and starvation, reduce the number of abortions and infanticides and make profits for English Peers as well as Irish Lords. The author assures the reader that working on his project he seriously studied numerous researches, numbers his arguments ("For First", "Secondly", "Thirdly", "Finally"), offers statistical data and his own calculations.   As all genius the solution seems simple for the author of the proposal – Irish poor people can sell their children, mostly infants for food to the tables of wealthy people. In his opinion, an economic stimulus and profit will definitely help reduce domestic violence and make Irish poor men marry, love and take care of their wives and children. By using verbal irony and saying absurd things absolutely contrasting to common sense, Swift criticises the cruel and inhuman treatment of the Irish people by the English government and English rich.

Williams also employs verbal irony when at the beginning of her essay "The Case Against Babies" she mentions that "Other species can 'strain their environments' or 'overrun their range' or clash with their human 'neighbours', but human babies are always welcome at life's banquet. Welcome, Welcome – Live Long and Consume!" (Williams,1996, Sept. 26). Upon reading and analysing the essay, the reader can find it difficult to return to the first perception or understanding of it. Like Swift Williams talks directly to the audience and as in the case with A Modest Proposal the reader is confused and unsure sometimes whether to take William's ideas seriously or believe that it's just sort of irony. The issues never become completely clear. In a sense, the author tries to raise awareness of the audience to the challenging issues of the overpopulation in the world, the problem of starvation and ecological collapse. However, she touches upon some sensitive topics of her contemporary society, that I would add are still very urgent.

 I believe there is a thought-provoking coincidence, that one of the articles (Kois, 2015, Sept. 2) in The New York Times Magazine dedicated to Williams was titled "The Misanthropic Genius of Joy Williams". Two centuries before, William Thackeray who beyond dispute considered Swift to be "an immense genius", at the same time named him a misanthrope who constantly was "alone and gnashing in the darkness." Swift's works, life and complex personality still attract the attention of many of the most notable scholars and critics, including many of the feminist persuasion. His attitude towards women has been much criticised and he has been usually considered a misogynist not only by modern scholars, but his contemporaries as well. Though there are some critical articles in which the authors including feminist critics try to reassess Swift's respect to women and Margaret Doody's (Doody, 2003) work on Swift is of particular interest.

In A Modest Proposal the narrator keeps comparing the Irish peasants to animals. He compares eating up Irish infants with eating a piece of animal flesh, pigs or beef and often uses the term "breeder" to show that women's only purpose in life is to produce children and sell them to the market as a "delicacy". Speaking about the birth of children the narrator describes it with the phrase "a child dropped from its dam" and, in this way, again comparing people to livestock. He assures the reader that like pedigreed animals women will be treated well, their husbands won't violate and beat them, "Men would become as fond of their wives during the time of their pregnancy as their now of their mares in foal, their cows in calf, or sows when they are ready to farrow; nor offer to beat or kick them (as is too frequent a practice)" (Swift, 1993, p.2185). In his argument, the reader may see the disrespect toward a woman and her role in the society, but it's necessary to keep in mind that the text should be read in its Irish context. English cruel colonial politics in Ireland and Ireland's failure to protect itself made its people's position desperate, so the only way out for the Irish seemed to use their women like pedigreed animals and sell their own babies to the butcher. Swift is trying to show how it looks from a different point of view and wants English society to change its ways of treatment and attitude to the Irish. As Edward and Lilian Bloom argue that no matter what kind of tone the satirists may employ, they tend to attempt to make their readers a better person upon reading their works which help them enlarge their vision and deepen their insight (Edward Bloom & Lillian Bloom, 1979, p. 68).

        Speaking about women's role in the modern American society Williams also develops Swift's idea about the woman as a "breeder". She criticises the idea of the American baby-boom, when TV channels and radio constantly speak about or interview pop icons, celebrities or millionaires who are going to have babies. It turns out that babies are like accessories, that for women 'a baby means individual completion' or 'salvation': "Ironically – though it is far from being the only irony in this baby craze – woman think of themselves as being successful, personally fulfilled when they have a baby…" (Williams,1996, Sept. 26). Williams notes with sadness that after decades of steady growth in the eighties of the last century, the number of adopted children dramatically declined. At this point Williams wants to draw the reader's attention to a particular problem of our modern society and her satire becomes absolutely merciless when she starts talking about in vitro fertilisation.

        There has been a lot of learned controversy about the nature of in vitro fertilization (IVF) since the first successfully procedure in 1978 when the first tube baby-girl was born in Oldham, northwest England. Even if we turn away from religious politics for a moment (and the facts of Williams's life also need to be considered, as she got religious education. Her father was a Congregational minister with a church in Portland, and her grandfather was a Welsh Baptist minister), IVF as a type of fertility treatment is still a subject of numerous tough ethical and legal debates. Like Swift Williams pretends to be neutral and not to choose sides: "You can't draw the line when it comes to babies because . . . where are you going to draw the line?" (Williams,1996, Sept. 26). She simply adds some exaggeration and verbal irony to her essay, for instance, when she is speaking about surrogacy and a woman who influenced by propaganda has a strong desire to become a "breeder" and help childless women or couples to become parents: "One woman interviewed in the New York Times early this year has made it something of a career. I'm not going to just sit home and bake cookies for my kids, I can accomplish things, she says. She was a surrogate mother for one couple, dishing up a single baby; then she donated some eggs to another couple who had a baby; now she's pregnant with twins for yet another couple. I feel like a good soldier," (Williams,1996, Sept. 26). But anyway, Williams stays true to herself and the reader feels some strong opposition. Having

a baby is no longer a magic moment which happens through an act of love, but a laboratory procedure performed by doctors in tubes. More-over, it becomes a business as women spend a great amount of money on it. Following Swift's tradition, the contemporary writer also assures the reader that she has done some research on this subject and shocks the reader with figures ('An increase of almost five billion people', 'ninety-seven percent of the surge is going to take place in developing countries', 'with Africa alone accounting for thirty five percent of it'). William's essay is absolutely argumentative as she argues her point of view by stating strong evidence. It may not seem like it at first glance, but The Case against Babies has a strong message as she openly raises her concerns about ethical and moral issues which can be caused by IVF in the nearest future: "Implanted with their weak-cervixes daughter's eggs and their son-in-law sperm, woman become pregnant with their own grandchildren; frozen embryos are inadvertently thawed, eggs are pirated, eggs are harvested from aborted foetuses; divorced couples battle over the fate of cryopreserved material. We have to have better regulations of the genetic products- eggs, sperm and embryos – so we can legally determine who owns that,' a professor of law and medicine at a California university says plaintively" (Williams,1996, Sept. 26). At the same time, she tries to remind scientists and doctors about their ethical and moral obligations as they tend to oppose any regulations, arguing that this 'impede research'. The end of the essay is rather downbeat. By transposition of Swift's idea how to deal with the problem of overpopulation in the 18th century Ireland into contemporary context, contemporary writer conveys new certain meaning to it. In line with Swift she expresses her concerns about overpopulation of the world and the starvation which humankind can face in the nearest future, but she also criticises false opinion of today's society about woman's role and its flippant attitude to the ethical and moral consequences of IVF.

3. Conclusion

Hypotextuality is an important stage in understanding a piece of literature, it allows the authors to communicate with the reader through the original texts as well as build and develop their own ideas and concepts on the base of what the reader has already known from the hy-potext.   By using Swift essay "A Modest Proposal" as a hypotext in the essay "The Case Against Babies" Williams expresses her indignations and pessimism about contemporary issues of modern society. Both writers use bitter satire to reveal what ordinary readers probably are not knowledgeable about or even what they refuse to know; and certainly, the main purpose of these two bitingly ironic essays is not the degrad-ing and inhumane treatment of children, but is drawing the attention of an indifferent and partly ignorant audience to the urgent controversial issues of their society.

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The Analysis of Quality Assurance Mechanisms for Online Classes during Covid-19 in Georgian Higher Education Institutions

Maria Sevakian

Professor Doctor Ekaterine Pipia

Abstract

Online education is the teaching model that has globally emerged due to the outbreak of the COVID-19 virus in 2020–2021. Many countries were not technically and pedagogically prepared to displace the traditional education environment and switch to a digitized education delivery model. The article examines and analyzes the factors that impede the quality attainment processes in online education and the techniques used by HEIs to enhance the quality of teaching and learning. The factors of student detachment and lack of involvement during online classes, poor internet and electricity quality, insufficient digital equipment quality, cheating during examinations, and learner demotivation are reviewed in the paper and supported by data collected through academic research. Furthermore, the paper deals with the QA strategies implemented to guarantee online education quality in Georgian HEIs and explores lecturer and student satisfaction with digitized education practices.

Key words: Online education, quality assurance, higher education institutions

Introduction

The global outbreak of COVID-19 and its rapid dissemination forced HE establishments across the globe to abandon traditional education settings and transfer to the online education regime. The displacement of traditional, face-to-face education has imposed new challenges on HEIs, which signifies their unpreparedness to convert to an online mode of delivery. Within a short time, instructors had to master online education provision skills and liaise with high education standards to preserve the quality of the HE courses. Meanwhile, governments and educators increased their involvement in the process of education technology advancement and monitoring of updated digital approaches that can enhance the efficacy of virtual education. Divergent online education provision strategic plans were put forward that encompass such quality enhancement aspects as the acceleration of lecturers' digital pedagogy competence acquisition, constant monitoring of innovative online education approaches, iterative training provision for teaching units in accordance with digital learning technical updates, provision of refined technology infrastructures, and continuous inspection of students' requirements, which involve the investigation of challenges from both lecturers' and students' perspectives. Robust mechanisms shall be applied to provide sustainable online education quality that contributes to student and lecturer satisfaction with virtual learning.

The research objectives

The research aims to:

● explore QA strategies implemented to enhance the quality of online education in Georgian HEIs, 2020-2021

● investigate the level of lecturer satisfaction with online HE provisions in Georgian HEIs. The study further aims to explore the challenges encountered by lecturers to deliver lectures online. The study further aims to receive lecturer recommendations on further online education improvement.

● explore the level of student satisfaction with online learning provision and display the challenges encountered by them because of the break with the traditional classroom and transition to online education model in Georgian HEIs, 2020-2021. The study further aims to receive student recommendations on online education quality improvement.

● Investigate whether quality assurance mechanisms tackle the challenges inflicted because of the rapid online education emergence in Georgian HEIs.

Literature review

"We all know quality when we experience it, but describing and explaining it is a more difficult task. In our everyday life we usually take quality for granted, especially when it is regularly provided. Yet we are all too acutely aware when it is lacking" (Sallis, 2005, p. 1). At first glance, the concept of quality might seem abstract, yet it serves unambiguous and measurable purposes. "Quality is a perceptual, conditional and somewhat subjective attribute. Consequently, searching for a universal definition of this term might be doomed to failure" (Brdulak, 2014, p. 55). Quality is greatly determined by an institution's goals, missions, and quality standards, which can vary according to the institution. "The best organizations, whether public or private, understand quality and know its secret. Seeking the source of quality is an important quest. Education is also recognizing the need to pursue it and to deliver it to pupils and students" (Sallis, 2005, p. 1).

Enhancing and assuring education quality is the final alternative for progress-oriented educational establishments to preserve self-esteem and satisfy students, Soni (2014). According to Doherty (1994), quality assurance (QA) is "a proactive approach which attempts to identify problems and deal with them immediately, or even better, prevent them from happening at all" (p. 75). Quality assurance policies and strategies perform

the role of a vehicle that supports the attainment of high education standards and assists the salient constituents that education systems consist of. "It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution" (Standards and Guidelines for Quality Assurance in European Higher Education (ESG), 2015, p. 11). As indicated by Tovey (1994), "The earliest point of the quality process is concerned with translating ideas on what is necessary into straightforward workable instructions" (p.25). Hence, one of the predominant instructions is the relevant program design which is indispensable to quality

Quality assurance methods vary in the international context. Divergent HE establishments select distinct approaches to quality attainment and design their own strategies for success. Thus, internal and external QA methods and organizations can be different across HEIs. Meanwhile, the global change in education delivery models that shifted from traditional to virtual settings has put forward new demands and requirements for lecturers, students, educators, and all HE QA bodies. As a result, HEIs updated and suggested digital education plans that encompass such strategies as the provision of digital pedagogy courses to teaching personnel to enable lecturers to gain online teaching expertise; student involvement in digital literacy mastery procedures; the increment of lecturers' awareness of the most appropriate digital teaching-learning methods to enhance students' engagement and decrease the sense of detachment among them; as well as monitoring and controlling innovative approaches to teaching online with the application of advanced technical tools. Georgia is an official member of the Bologna Process, and it shares the stipulated EHEA QA policies and strategies. Georgian HEIs are continually involved in both internal and external QA activities. As a part of the internal QA mechanism, Georgian HEIs conduct the self-analysis procedures, monitor their academic programs, support teachers' professional growth, provide students with sufficient learning resources, etc. Besides, Georgian HEIs are regularly involved in accreditation and authorization external QA procedures, which serve such quality enhancement purposes as program evaluation and inspection of material and human resources sufficiency.

Methodology

In this article, qualitative and quantitative tools have been applied. Qualitative measurement is applied due to its flexibility, which allows for descriptive data collection and analysis. The standardized, open-ended interview is applied in current research and offers questions that profoundly inquire into the respondents' knowledge, perspective, and recommendations. The research design also suggests two surveys that allow the collection of large bodies of data.

Results and analysis

On the basis of the data collected through the student survey, it can be asserted that the majority of students have constant access to electronic gadgets to attend online courses delivered by HEIs. However, accumulated data provides a negative description of the technical tools required for online education provision. Student survey respondents put an emphasis on poor internet penetration quality that regularly hinders the education process. Moreover, students mention that electricity, along with poor internet penetration quality, occasionally inhibits their participation in the education process. Students contend that lecturers' technical equipment, which is compulsory for online education provision, occasionally reveals insufficiencies that impede the lecturing process. Most frequently, students give a description of the microphones' quality and claim that it is difficult to hear lecturers' voices distinctly. The microphones produce impure sounds, and it is difficult to perceive the information shared by lecturers. Based on all the previous aspects related to technical insufficiencies, miscommunication is another challenge faced by students. Students put stress on the importance of interaction; however, it has been reported that occasionally the opportunity to communicate is seized by the low speed and quality of the internet. Students explain that they cannot be fully involved in the learning process, so lecturers infrequently or never implement activities that require their participation. Learners claim that lecturers are monotonously explaining topics, which forces them to be passive listeners. Thus, students lack interaction and communication, which can be accomplished through diverse and creative activities implemented into the education process.

It is noteworthy that, just like students, lecturers experienced certain difficulties after switching to an online education delivery model. It can be inferred by the researcher that the rapid change in teaching modalities might have resulted in the emergence of various difficulties, such as the implementation of academic activities into the digitalized education framework and manipulation with a great variety of digital tools. The research data suggests a piece of evidence according to which it can be concluded that the greatest challenge faced by the lecturers was engaging students in the learning process. Among the other challenges depicted, there was difficulty converting learning activities into an online education framework. It can be also inferred that these two conditions are interdependent

Based on the interview data with the QA representative, several conclusions can be drawn. First of all, the government provides lecturers with regular training and workshops to master digital pedagogy skills. The teaching personnel receive information regarding training and workshop opportunities from the HE establishment. Moreover, the HEI internally implements such QA strategies as the design of the platform where lecturers can go into their online teaching experience. They share various online teaching methods that can be implemented to enhance the quality of online teaching and provide each other with recommendations on how to address the difficulties that emerge throughout digitized education. The reconsideration of syllabuses was another internal QA strategy implemented by the HEI at the initial stage of online education. The university administration provided the teaching personnel with the recommendation to look back over the syllabuses and reconsider the content delivery methodology and assessment strategies to make the instruction appropriate for digitized education. Hence, attention has been paid to the relevance of teaching activities and the reliability of teaching-learning outcomes.

Recommendations

Georgian government and the HEIs should initiate more digital education courses and workshops to enhance lecturers' digital education skills;

Digital education trainings should be obligatory therefore, Georgia is at the initial stage of online education development and the quality of learners' academic output is interlinked with their digital teaching expertise;

Digital education strategies and methods should be reflected in syllabuses. Thus, the redesign of study programs should be compulsory for all individuals involved in the provision of teaching activities;

Students should exhibit more involvement in the lecturer and course evaluation questionnaires; therefore, this is one of the core methods that enables students to express their viewpoints and suggest recommendations that will be further reviewed by the members of the QA department and lecturers. Continuous communication between students, lecturers, and administrators is the major strategy for education quality enhancement.

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Think in an Alternative Box

Professor Doctor Ekaterine Pipia

The major objective of the article is to explore the history of alternative education, which dates back to the 19th century, and evaluate its development in the 21st century. The form of education that falls outside of the mainstream, traditional education framework has been always a thought-provoking topic for educators. In recent years, there has been a growing interest in alternative forms of education, as the topics like student-centeredness, democratic, collaborative, cooperative, hands-on, and experiential learning have become of pivotal importance. Through exploring alternative education, this article aims to provide insights into innovative approaches to learning and how they can benefit modern students in a contemporary engaging learning context.

Key Words: alternative education, learner-centeredness, collaborative, cooperative, and experiential learning

Introduction

The scope of alternative education embraces various innovative teaching and learning approaches that diverge from mainstream education. The alternative schooling model that has emerged as an alternative to the traditional state-run system has tailored an innovative alternative curriculum with a great emphasis on the learners' interests, demands, and requirements (Raywid, 1988; Koetzsch, 1997; Aron, 2003; Carnie 2003). Alternative education encompasses a wide range of philosophies, including established educational concepts like Montessori and Waldorf/Steiner pedagogy, as well as newer movements and individual alternative schools. This article traces the historical coexistence of alternative education models alongside public education systems since the 19th century. It explores the motivations behind alternative education, highlighting diverse forms of schooling and non-schooling. Influential alternative education movements of the early 20th century are examined, along with the significant social movement that emerged during the 1960s and 1970s (Rofes and Stulberg, 2004).

Historical Overview

In the realm of education, alternative models have existed alongside the public education system since its establishment in the first half of the 19th century (Raywid, 1999). The efforts to provide a standardized education that fosters cultural unity among all children have sparked resistance from educators, parents, and students, who have chosen not to participate in these established systems. Their motivations are detected as diverse, and they have developed various approaches to schooling or non-schooling. According to Miller (2007), the history of alternative education is marked by a vibrant narrative of social reformers, individualists, and religious adherents. In the United States, Horace Mann's pioneering initiatives to centralize public schooling encountered opposition right from the beginning, with religious leaders and other critics viewing education as a personal, familial, and communal endeavor rather than a political agenda mandated by the government (Miller, 2007).

Many critics of the public school system referred to Jean-Jacques Rousseau's work "Émile," published in 1762, where he advocated for education to align with the child's innate development rather than conforming to societal demands. Throughout the 19th century, education reformers in multiple countries accused their state-run school systems of emphasizing discipline to promote political and social conformity, driven by the needs of an emerging industrial society. For example, as early as 1834, Bronson Alcott established the Temple School in Boston as a rejection of the prevalent emphasis on rote memorization and recitation in early American schools.

During the initial decades of the 20th century, various alternative education movements emerged and have continued to exert influence to this day. One of the early advocates of child-centered education was Ellen Key, a Swedish educator, who gained prominence with her influential work "The Century of the Child" published in 1909. In Germany, education reformers such as Hermann Lietz, Paul Geheeb, and Kurt Hahn established progressive rural boarding schools called "Landerziehungsheime." These schools aimed to provide children with a comprehensive education that shielded them from the adverse effects of industrial urban life. In 1907, Maria Montessori, an Italian pediatrician, opened the first Casa de Bambini, an elementary educational institution based on her own observations of child development. Rudolf Steiner, an Austrian philosopher, founded the first Waldorf school in 1919. Célestin Freinet, a French educator, faced official criticism of his innovative teaching methods, prompting him to resign from his position as a public-school teacher in 1935 and establish his own school. In North America, figures like John Dewey and Francis Parker spearheaded a formidable progressive education movement. This movement emphasized the belief that education should primarily cater to the needs of children and focus on understanding, practical application, and experiential learning, as opposed to mere memorization and rote knowledge.

It is notable that during the 1960s and 1970s, the alternative education movement gained significant momentum, becoming a widespread social phenomenon. The period witnessed substantial criticism of public education, leading to student demonstrations and teacher strikes in numerous countries. Consequently, the introduction of magnet schools within the U.S. public school system ensued. By the 1990s, the transition from an industrial to a knowledge-based economy sparked a debate about the future of the traditional model of schooling (Bransford, Brown & Cocking, 2000; Bereiter, 2002; Hargreaves, 2003). In recent years, several educational systems in OECD countries have implemented measures to grant greater autonomy to state schools. Moreover, some nations have established frameworks enabling parents and innovative educators to receive public funding for the establishment of schools with specialized profiles, such as Charter schools in the United States and Alberta, Canada, Foundation schools in England, or Designated Character schools in New Zealand. As the 21st century commenced, many instructional practices that originated in alternative schools, such as student-centered and self-directed learning, project-based and collaborative learning, as well as authentic assessment, appear to have gained widespread acceptance, influencing the educational culture within public schooling.

Montessori pedagogy holds the belief that children possess inherent competence and are capable of self-directed learning, which occurs in a fundamentally distinct manner from that of adults. Unlike adults, whose learning often involves deliberate planning and intentional effort, infants and children possess what Montessori terms an "absorbent mind" that enables them to naturally learn through their interactions with the environment. Throughout their development, children pass through various sensitive periods, during which they exhibit heightened receptiveness to acquiring specific skills. According to Montessori pedagogy, the optimal learning environment is one that is carefully prepared and enriched with didactic materials that invite exploration. In Montessori schools, students are encouraged to independently choose activities that capture their interest and focus for a significant portion of the school day. Through active engagement in these activities, children acquire foundational concepts across different domains of knowledge. Repetition of activities is considered an integral part of the learning process, and children are allowed to repeat activities as frequently as desired. If a child expresses boredom due to the repetitive nature of an activity, it is seen as an indication that the child is ready to progress to new didactic material at the next level of learning. While there is a suggested sequence of activities, there is no fixed timetable, enabling children to navigate through the activities at their own individual pace.

Waldorf/Steiner pedagogy operates on the premise of seven-year developmental stages and incorporates distinct perceptions of the learner. In early childhood, the emphasis is placed on sensory-based, experiential, and imitative learning, recognizing that children learn best through active engagement and hands-on experiences. From the ages of 7 to 14, learning is believed to naturally involve imaginative faculties, prompting Waldorf schools to prioritize the development of children's emotional life and artistic expression. As adolescents progress into the age range of 15 to 21, their capacity for abstract and conceptual thinking, as well as moral judgment, gradually evolves. Accordingly, learning in this stage involves a focus on intellectual understanding, often facilitated through integrated and partially self-initiated learning projects. Additionally, fostering active social responsibility through community service is considered an important aspect of education within the Waldorf/Steiner pedagogical approach.

As s evident from the diverse pathways in teacher education within alternative schools, there is no standardized definition of "the teacher" in alternative education. Due to the wide range of conceptions of learning and teaching within alternative schools, it is easier to describe what a teacher in alternative education is not. Since all alternative education models prioritize the learner, teachers are never viewed as mere deliverers of the curriculum. The role of the teacher in alternative education varies in terms of intervention, ranging from being a supportive coach on the sidelines (whom students can seek assistance from but are not obligated to) to a provider, organizer, and manager of customized learning in experiential learning environments. The least interventionist role of a teacher can be found in democratic or free schools. For example, at Summerhill, teachers conduct scheduled classes, but it is up to the students to decide whether they attend these classes. The Swiss Institut Beatenberg defines teachers as "personal coaches" who engage in one-on-one sessions to help individual children understand their own learning process and motivation and set their own goals. Tamariki School in Christchurch, New Zealand, has developed explicit guidelines that reflect the demanding role of teachers in free/democratic schools, where children have significant control over their own learning. Teachers are responsible for striking a balance between support and intrusion and knowing when not to interfere with a child's activity. If teachers initiate activities, they are introduced in a non-intrusive manner, such as making materials available when children are ready for a lesson. Teachers recognize and respond to the child's interests and needs and, when appropriate, assist the child in articulating them. Children are free to choose which teacher they want to work with, so teachers need to be aware of when a child may prefer to work with a different teacher. Conflict resolution involves a complex system of requests and meetings, in which teachers have the same rights as the children. Play is considered children's work, and it is the teacher's responsibility to provide an environment where activities can reach their natural conclusion without arbitrary interruptions from adults. If requested, children receive lessons in language and mathematics, either individually or in groups, for which teachers need to be available and prepared. Special programs are offered to children who have not displayed literacy or numeracy skills by the age of 7 1/2. In Waldorf-Steiner pedagogy, which places a strong emphasis on students' emotional and ethical development, longer-term student-teacher relationships are prioritized, enabling teachers to better respond to each child's emotional and developmental needs. The "class teacher" often instructs the same group of students for up to eight years. The holistic approach to curriculum delivery in Waldorf schools requires teachers to creatively integrate teaching methods and materials based on their own judgment. A class teacher is responsible for a two-hour "main lesson" every morning, incorporating multiple core academic subjects with imaginative and creative activities such as painting, music, and drama. In Montessori schools, the role of teachers is more indirect. One of their primary tasks is to create a stimulating learning environment equipped with self-contained and self-correcting learning materials suitable for the developmental stage of individual children. While materials for younger children are often readily available for purchase, Montessori teachers at higher grade levels invest significant time in creating learning materials that align with a diversified curriculum and the evolving capacities of their students. Many alternative schools have moved away from the tradition of one teacher per classroom. In most Montessori classrooms, there is a lead teacher supported by a second teacher or assistant. Teachers typically work with one or two children at a time, providing guidance and observing students as they work individually or in small self-selected groups. In many alternative schools, teachers spend more time mentoring and facilitating the learning process of individuals or small groups rather than delivering direct lessons.

Conclusion

In conclusion, alternative education has a rich history that dates back to the 19th century, and its development has continued to influence the educational landscape in the 21st century. The rise of alternative education is driven by a growing interest in student-centeredness, collaborative learning, cooperative learning, and experiential learning. Throughout history, alternative education models have emerged as alternatives to traditional state-run systems, offering innovative teaching and learning approaches that diverge from the mainstream education framework. The history of alternative education is marked by a diverse range of motivations and approaches to schooling or non-schooling. Resistance to standardized education systems, emphasis on child-centered education, and a focus on experiential learning are some of the driving forces behind alternative education movements. Alternative education models prioritize the learner and create learning environments that foster independence, active engagement, and holistic development. In the modern educational landscape, alternative education has influenced mainstream schooling practices, with concepts and methodologies originating from alternative schools being integrated into traditional educational systems. Student-centeredness, experiential learning, and collaborative approaches are increasingly recognized as effective strategies for engaging learners and fostering their holistic development. In conclusion, alternative education offers valuable insights into innovative approaches to learning that prioritize student needs, interests, and individuality. By embracing alternative education principles, educators can create contemporary and engaging learning environments that benefit modern students and prepare them for the challenges and opportunities of the 21st century.

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Realia in the Indirect Translation of Nodar Dumbadze's "Granny, Iliko, Ilarion and I"

Nino Nijaradze, English Philology Department, (Akaki Tsereteli State University)
Zinaida Chachanidze, English Philology Department, (Akaki Tsereteli State University)

Abstract

The paper deals with one of the challenges of indirect translation - translating realia. The case study is based on the analysis of the indirect translation of Nodar Dumbadze 's novel "Granny, Iliko, Ilarion and I" with Russian as a mediating language. The study analyses the general procedures and strategies that are employed to translate realia taking into consideration different cultural and socio-political contexts of the source, mediating and target languages. Research results revealed the use of several strategies in translating realia and quasi realia. These include transliteration, transliteration accompanied by explanations in footnotes, cultural substitution, descriptive translation, generalization and even omission. The use of these strategies can be explained through the factors of external history and they often lead to some loss of the regional flavor and author's style, which affects the target audience's adequate understanding of the original text.

Key words: Realia, types of realia, indirect translation, translation strategies

1. Introduction

Realia, being to a greater or lesser degree specific to the source culture, pose a serious challenge for translators who are attempting to achieve pragmatic equivalence between the source and target texts. As by definition no exact equivalent can be found for such items, they have even been called 'untranslatable'. There are different techniques or strategies available to translators for dealing with this difficulty. The choice of the strategy, the overall approach or a combination of these approaches is up to the translator and can be determined by their personal preference or a variety of socio-cultural features. In the case of indirect translation the issue is further complicated by the involvement of the mediating language and culture.

The aim of the present study is to analyze the types of realia and the strategies used to deal with them in the indirect translation of Nodar Dumbadze 's novel "Granny, Iliko, Ilarion and I" from Georgian into English with Russian as a mediating language.

2. Literature review

The term 'realia' used in the sense close to its present-day interpretation appears in the 40s-50s of the previous century mostly in the context that Zornytsky et al (2023) refer to as 'Cyrillic scholarship' and Leppihalme (2011) describes as 'Eastern European Translation Studies'. Sobolev uses the term 'realia' in 1952 to refer to specifically national words and locutions from everyday life which have no equivalents in the mode of life and, consequently, in languages of other peoples (as cited by Zornytsky et al, 2023). One of the most influential works on realia by Vlakhov and Florin (1980) defines them as "[...] words (and phrases) referring to objects typical of life (everyday life, culture, social and historical development) of a nation, and unfamiliar to another one; carrying national and/or historical flavour, they, normally, do not have any exact correspondences (equivalents) in other languages, and, therefore, they cannot be translated 'on a general basis' and require a special approach" (Triberio 2021, p.56). In these as well as most other definitions of realia, their untranslatability is a defining criterion. In fact, this characteristic has determined one of the terms used as its synonym – non-equivalent or equivalent-lacking lexis/items. In our study, we rely on the definition of realia provided by Kharina (2019) as it combines characteristics described in many previous ones, but also covers several topics that have caused controversy.

"Realia are always defined for a specific language pair (SL–TL). These are lexical items of the source language which refer to objects and phenomena in the SL community that are perceived (by translators or translation scholars) to be significantly different from comparable objects and phenomena in the TL community. As a result, realia have no formal correspondence in the TL at a given point in time and are hence translation-resistant in many contexts" (Kharina 2019, p.51).

This definition emphasizes the fact that what can be considered as realia for one language pair, may not be perceived as such for other languages as they may share the concept behind the lexical item. It is also stressed that the difference between the comparable items is a matter of perception and varies by degree, which means that it is certainly not absolute. Finally, realia are time and context-bound – what is considered as realia at a certain point may become incorporated into the target culture and language with time and change in the socio-cultural conditions.

The term realia has always been considered controversial and western tradition is more familiar with terms such as 'culture-bound items', 'culture-specific elements', etc. However, as Kharina (2019) notes, these terms are more general and may cover linguistic phenomena such as e.g. proper names, puns, idioms, etc. As the term already established in Eastern European tradition, familiar to western scholars and emphasizing connection to extra-linguistic phenomena, 'realia' was chosen to denote the focus of our study.

There are a number of typologies of realia. One criterion for their classification is comparability with the target language items. For instance, Tomakhin (1988) speaks about denotative and connotative realia, where denotative realia have no equivalents in the TL, but connotative realia do have functional analogues but differ from them in additional shades of meaning determined by the specific cultural environment. The latter group has often been referred to as quasi-realia i.e. partially-equivalent lexis (as opposed to non-equivalent items) whose referent has an equivalent in the target language (TL) coinciding with source language (SL) in its primary/essential features, but differing in its secondary characteristics (Tavidashvili 2014, p.46)

More frequently realia typologies are based on which spheres of human life and activity they belong to. Vlakhov and Florin (2012) group them into three major categories: Geography, Ethnography, Politics and society, which are than further broken down in subcategories. In our study we rely on Proshina's (2008) classification that comprises the following realia types:

Toponyms or geographical terms – The Great Lakes

Anthroponyms – people's names: Aristotle

Zoonyms - animals' names, kangaroo

Social terms – House of Commons, etc

Military terms – (lance corporal)

Education terms – junior high school, etc

Tradition and customs terms – Halloween

Ergonyms – names of institutions, e.g. Heinemann

History terms – War of Independence

Words for everyday life – cuisine, clothing, housing, etc, sushi

Titles and headlines – Vanity Fair

(Proshina 2008, p.118)

A lot of research on realia has focused on the translation strategies used to deal with the difficulty of their transfer from SL to TL. Vlakhov and Florin (2012) suggest three main strategies:

•   Substitution with realia of the target culture

•   Approximate translation of realia:

•   substitution with a generic expression - generalization

•   Substitution with a functional analogy – similar reaction in TT readers

•   Description, explanation and interpretation – explicitation of denotative content

•   Contextual translation - systemic, relational meaning is translated

Other taxonomies include a more detailed list of translation strategies. For instance, Guerra (2012) having provided a good review of previously developed procedures or strategies suggests the following taxonomy:

•   Borrowing

•   Literal translation

•   Equivalence

•   Reduction and omission

•   Description

•   Explicitation and amplification

•   Cultural adaptation

Interestingly, these strategies are listed in order from more source-oriented to more reader-oriented i.e. from foreignising to domesticating strategies. These are considered to be the general approaches translators usually take in relation to realia or what Guerra calls 'cultural referents'. If the purpose is to maintain an 'exotic' effect i.e. convey the flavour of the target language culture in the source text, they choose foreignisation approach. Alternatively, they may use domestication approach for the purpose of bringing the source text closer to the target culture with the aim to produce a similar effect on the TT reader as it had on the ST readers.

3. The Novel and Its Translations

The study analyses the treatment of realia in the indirect translation of Nodar Dumbadze's novel "Granny, Iliko, Ilarion and I" from Georgian into English via mediation of the Russian translation. Indirect translation is quite a common phenomenon in the soviet literary context and it is usual for works originally written in languages other than Russian to be translated with the mediation of Russian typically by a translator with limited or no familiarity to the language or culture of the original.

To give a brief overview of the external history of the translation, the novel was published in Georgian in 1960. Following its immediate popularity among Georgian readers, it was translated into Russian in 1967 by a Georgian journalist and translator Zurab Akhvlediani. Later, in 1985 it was translated into English by a Russian translator Raisa Bobrova who relied fully on the Russian translation of the novel due to her lack of knowledge of the Georgian language. The novel is a coming-of-age story of a boy, Zuriko, growing up in a rural part of Georgia during the World War II and then his student years in the capital, Tbilisi. It is also relevant to our discussion that the events take place in Soviet Georgia, a country fully isolated from the western world due to well-known political reasons and the social structure was built according to the same pattern throughout the Soviet Union. Thus, it can be claimed that we are facing several cultural layers here: at the level of personal relationships and behaviours the novel presents a true picture of the community in rural Guria, one of the regions of Georgia; references to public institutions and social structure locate the novel within the soviet reality shared by all the USSR republics, but less familiar to the outside world. Awareness of this division is significant because the target audience for the Russian translation would be familiar with a number of cultural references that would be completely unknown for the readers of the English translation.

4. Analysis and Discussion

For the purposes of the study we identified the realia found in the Source Text (ST) in relation to either Mediating Text (MT) or Target Text (TT) and classified them into types according to Proshina's classification discussed above. The major types of realia found in the novel were the following:

• Toponyms or geographical terms: names of rivers, streams, city areas/districts, etc. e.g. გუბაზოული, ლაშისღელე, ნარიყალა

• Anthroponyms: names of well-known writers, national heroes, etc. – სიმონა დოლიძე, ეგნატე ნინოშვილი

• Social terms: bodies, organizations, institutions. e.g. კოლმეურნეობა, კომისარიატი

• Education terms: positions within educational institutions, assessment system, documents, e.g. ორიანი, სიმწიფის ატესტატი, სასწავლო ნაწილი , საშემოდგომო გამოცდა

• Tradition and customs terms: names of songs, components of various rituals – თავო ჩემო, საკალანდო ღორი

• Ergonyms: names of organizations, e.g. წითელი ჯვარი

• Words for everyday life including terms related to cuisine, housing, clothing – ლობიო, მჭადი, ტყლაპი, ცოლიკაური, ოდა, ნაბადი

The next step was identifying what translation strategies both translators used for dealing with the realia. Below is a brief list of the strategies based on Vlakhov and Florin taxonomy provided above. However, we had to add transliteration, literal translation and omission as there were quite a few examples of these strategies in the material under analysis. In some cases the transformation occurred between the ST and MT while in others the strategy was used between MT and TT.

• Substitution with realia of the target culture:

• ST: სამებითაა გატენილი

• MT: сплошные тройки! (Gloss: Is filled with threes)

• TT: Just Cs all the way down.

• Substitution with a generic expression

• ST: დირექტორის შვილს რომ ყველაფერში ხუთები ყავს.

• MT: Может, директорский сынок? Круглый пятерочник

(Gloss: The headmaster's son has fives in everything)

• TT: Perhaps the headmaster's son? He has top marks in all subjects.

• Substitution with a functional analogy

• ST: სასწავლო ნაწილი

• MT: Завуч

(Gloss: deputy head teacher for academic affairs)

• TT: Principal

Realia used as part of figures of speech is also translated using the strategy of functional analogues. E.g.

• ST: დავეწებე ხეზე, როგორც ტყლაპი;

(Gloss: Stuck to the tree like Tklapi (traditional Georgian desert made from dried and flattened fruit puree)

• MT: Прилип, как муха! Всем телом! (Gloss: like a fly)

- TT: Stuck like a fly on a roll of flypaper.

- Description, explanation and interpretation

- In-text explanation: ტყემალი - ткемали - Tkemali sauce

- Footnotes: e.g. Simona Dolidze – the hero of Georgian legends.

- Contextual translation

- ST: სიმწიფის ატესტატი

- MT: АТТЕСТАТ ЗРЕЛОСТИ

Gloss: school leaving certificate

- TT: School leaving

- Transliteration with or without footnotes – replicating the sound /spelling of a SL word

- Lavash (without footnote)

- Lobio – (in a footnote) a dish of beans with spices

- Literal translation

- ST: საკოლმეურნეო ქონება

- MT: колхозное добро

- TT: Collective farm property

- Omission

- ST: ილიკოს ზურგზე ხურჯინივით ორი საფქვავი გადაეკიდა.

Gloss: Iliko had two sacks of corn to be ground hanging on his back like a 'khurjini' (a traditional Georgian saddle-bag)

- MT: Илико нес на спине два мешка с мукой. Gloss: Iliko was carrying two sacks of flour on his back.

Typically, omissions occur between MT and TT when the ST mentions realia characteristic for Soviet life and having some political overtones.

- ST: ოთახში ჩვენი სოფლის აგიტატორი გიორგი ვაშაკიძე შემოვიდა.

- MT: наш сельский агитатор Вашакидзе Gloss: Our village (political) agitator Giorgi Vashakidze entered the room.

- TT: Giorgi Vashakidze entered the room.

5. Conclusion

The analysis and comparison of realia and translation strategies used in MT and TT has led us to several conclusions:

1.   In relation to the source text, we can say that it contains all major types of realia, the most common types being education terms and words for everyday life, although some contrast with ML and others with TL.

2.   Most common translation strategies used to deal with realia

- Transliteration

- Substitution with generic terms

- Substitution with functional analogues

3.   Transliteration is the most frequent strategy used with toponyms, anthroponyms and names of food.

4.   Transformation mainly occurs between ST and MT for everyday life words, while for education and social terms it occurs between MT and TT.

5.   Omissions between MT and TT are frequent with social terms and ergonyms describing soviet life. It is not clear, however, whether the translator's concern here is with the political overtones or simply the target audience's lack of familiarity with these realia.

6.   Substitutions with target language realia are rare which could be explained by foreignization trend or the TT translator's limited familiarity with the target culture.

Further research is required to analyse the frequency of using various strategies for dealing with specific types of realia, in particular quasi-realia as their translation can be misleading due to connotational differences between SL and TL terms.

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

Mariam Kuchava, PhD (International Black Sea University, Georgia)

Prof. Dr. Irina Bakhtadze (International Black Sea University, Georgia)

Abstract

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

The review of the present study concludes that the forms of staff motivation have gone some changes, and if the motivation strategy is not properly elaborated and targeted to the present needs of the staff, the result does not become a tool for enhancing academic staff professional knowledge, also teaching and research skills to achieve high performance.

Key words: Staff motivation, professional and career development, motivation and scientific work, European and American universities.

Introduction: Motivation and its Importance

The article studies the role of motivation and the effective performance of academic staff at universities. A descriptive-comparative type of design was chosen for the research. The study has been inspired by some quick, informal preliminary surveys of university lecturers, both state and private, who admitted that they experience a lack of adequate support and encouragement for innovation, professional growth, and research development. This has been the main inspiration for studying innovative approaches to academic staff motivation in European and American universities.

Sharing the experience of those countries is particularly important today as the strategic partnership between Georgia and the US has been raised to a new level, and secondly, the Government of Georgia has applied for European Union membership and is calling on EU member states and institutions to take all necessary steps to accelerate Georgia's accession to the Union. The Committee on European Integration of the Georgian Parliament has prepared a draft resolution on the country's integration into the European Union (Agenda.ge, 2022). An application for EU membership backed by new reforms will have an advantage over applying hastily. Raising the quality of teaching and learning at higher education institutions is one of the goals among the others to be attained by our country to meet the requirements necessary for accession to the Union. Besides, According to the 2018 Bologna Process Implementation Report, decisions on recognizing foreign qualifications for academic purposes are the responsibility of higher education institutions. In addition to the multiple benefits associated with student mobility, such as European integration and the exchange of knowledge, experiences, and intellectual capital, the free movement of people to study within Europe is a founding principle and long-term objective of the European Higher Education Area (European University Association, 2023).

Internalization of the Georgian higher education system has been promoted for the past two decades as an effort to align with Western higher education and to overcome challenges from the past Soviet period and others, such as those related to the interrupted tradition of teaching social sciences and the different organization of the doctoral studies cycle (Kovacs, 2014).

In 2019, Georgia joined the European Quality Assurance Register (EQAR), and in 2022, it has expressed the intention to join the EU. Thus, Georgia is undertaking all efforts to further bridge the gap in education. In the process of aligning Georgian higher education with international higher education, academic staff of higher education institutions play an essential role. To achieve high performance of academic staff and maintain a level of excellence in performance, it is essential to work out the policy of motivation of academic staff on a state level and implement those approaches in state and private universities. Enhancing academic and administrative staff motivation is an essential aspect of university management because good performance can be accomplished through highly qualified and motivated staff.

Nowadays, educational institutions that are development-oriented both in research and teaching need a powerful team of lecturers and professors who are ready to update their knowledge and teaching methodology. The most essential strategy for reaching the success of the organization is motivating employees and encouraging them to put more effort into teaching and scientific work in order to enhance individual and organizational performance. For this reason, it is crucially important to encourage and support the academic staff's professional development by applying some innovative approaches along with some traditional and already proven ones. Motivation refers to an internal process that makes an individual move towards achieving a goal, and it is basically a factor that is within or beyond an individual that arouses and sustains

their commitments to a cause of action (Boddy, 2008). The employees' motivation and their enthusiastic and energetic behavior towards task fulfillment can play a key role in the successes of an organization, which will ultimately be beneficial to both (Cheng, 1995). Therefore, it is important for higher education institutions to introduce new motivational strategies to meet the various needs. Staff motivation is one of the policies of managers to increase effective job management among employees in organizations.

Job performance is highly dependent on an employee's abilities. Therefore, if an employee lacks the learned skill or inborn talents, like capacity and education, to perform a particular performance will be less optimal. More so, in a situation in which the employee has all these and is backed by adequate motivation, job performance will definitely be at optimal level. These definitions of motivation clearly show that motivation is a combination of certain powers, conceivably, and a representative's longing, limit, and vitality coordinated at achieving an organizational objective or reason for an activity.

Staff motivation and job performance depend on many factors, such as performance appraisals, employee motivation, employee satisfaction, compensation, training and development, job security, organizational structure, etc., but this particular study is focused only on employee motivation, as this factor highly influences the performance of employees. Staff motivation is one of the policies of managers to increase efficiency among employees in organizations.

According to Rodriguez (2015), rewards and incentives add value to employees' achievements, motivate them, and energize their progress by making them realize that they have to earn for what they accomplish. The motivation will further encourage employees' creativity and ensure their high quality of work performance (Kuranchie-Mensah & Amponsah Tawiah, 2016; Osabiya, 2015). A motivated employee is responsive to the definite goals and objectives he/she must achieve, and therefore, he/she directs effort in that direction. Rutherford (1990) reported that motivation makes an organization more successful because motivated employees are constantly looking for improved practices to do their work. Making employees do their best work even in strenuous circumstances is one of the employees' most stable challenges, which can be made possible by motivating them. If employees are unhappy with their work, they are unlikely to perform as effectively as they might, and they are more likely to leave the job. The importance of motivation in the workplace is straightforward theoretically but difficult to measure empirically. It is widely accepted that motivated employees generate a higher value and more substantial levels of achievement (Kreitner, 1995; Locke & Latham, 2006). The management of motivation is, therefore, a critical element of success in any higher educational institution, allowing the input of human resources to be maximized in regard to fulfilling the potential output expected.

Encouraging academic staff research activities and raising the quality of teaching- learning through motivation

The job of a professor today is considered one of the most stressful because it encompasses many different and equally difficult facets; thus, multi-tasking is one of the most distinguished characteristics of this job. Besides teaching, professors equally important engagement is research, which is rather time- and resource-consuming. It is today's challenge for the university management to motivate staff to conduct more research. The academic staff's motivation and their enthusiastic behavior towards the fulfillment of scientific research can play a key role in the success of the study-research universities, which will ultimately be beneficial to both the professor and the university.

Nowadays, quality, and in particular quality assessment and assurance procedures, have received much attention in higher educational institutions. Staff motivation plays a crucial role in raising the quality of teaching and learning. It is flexible; it harnesses the commitment of all staff, the involvement of the learner, and enhanced working relationships in all functions of the organization. Requirements can be measured, and then progress can be demonstrated. It is easy to view the academic staff in higher education at the faculties as a body and to seek to introduce motivation and rewards for the body as a whole. According to Doghonadze (2012), if employees feel that they are working much harder than others in the department but are receiving fewer rewards, they will probably have negative attitudes towards the work, the boss, and/or co-workers. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have positive attitudes towards the job (ibid).

It is important to recognize the staff as motivated by different factors, depending on their length of service in higher education, their other work experience, their age, their aspirations with respect to career development and the relative priorities that they attach to them, and social factors such as their personal life and being accepted as a team member. Human Resource Management is a planned and sound approach to the most valued assets of management. The employees put in their effort individually and collectively with more commitment and loyalty for the achievements and goals of the universities, and that is why this trend has increased with the passage of time.

Academic staff professional development in European and American Universities

Academic staff in HEIs play an essential role in maintaining high quality in teaching and learning. To stay competitive, the staff bears some important responsibilities: teaching the students and conducting research activities; training doctoral students; and supervising students' scientific work.

Academic staff excellence in performance is a critical aspect of HEIs; thus, academic staff professional development is an inseparable part of university success, which triggers administration to respond to staff commitment to raise their academic and professional skills to a higher level. One of the approaches that has been in practice for the last decade is sending academic staff members abroad. For example, in Poland, this happens for the following reasons: to conduct research if a lecturer is involved in research in Poland; to carry out teaching assignments; to take a postgraduate or doctoral program or conduct a survey in case the applicant has relevant research achievements and at least one year of work experience; to participate in different training programs to update professional skills (European Commission, 2021).

Nowadays, the mobility of academic staff is one of the most crucial elements for their professional development, during which members of the academic staff share international experience and acquire new approaches in theory and practice. Academic mobility is a fundamental strategy

applied in science and HEIs. Like many European countries, Poland is also a member of the Bologna Process, which helps the country be actively involved in continuous professional development programs for academic staff.

Poland provides many programs for academic staff, the most popular being the Erasmus + program. It supports academic staff members in two directions: learning mobility projects and strategic partnerships. Learning mobility projects include activities, such as training courses, workshops, seminars, conferences, job shadowing, etc. Academic staff members have the opportunity to choose a project that is relevant to their competencies and that they want to improve. Strategic partnerships include three types of programs, each of them serves to ensure that academic staff develop their professional skills. For instance, knowledge alliance means that an academic staff member can get finances and improve their competencies during a specific period; capacity building is like benchmarking, which means academic staff members have the opportunity to go abroad or to another HEI and gain international experience or a new type of knowledge. The project Masters of Teaching also provides an opportunity for the Polish staff to develop their study level, and staff obtain grants from European social funds and the ministry of science and higher education. Another important part of mobility is the bilateral program for staff exchanges, which means that Polish academic staff can continue their development at the US HEIs (European Commission, 2020). Besides these programs, Poland also has national activities, for instance, mobility plus programs, a project founded in 2012 by the Ministry of Science and Higher Education. These programs offer junior researchers the opportunity to actively participate in important international research conferences. "The Walczak Program", "The Nawa Chair Program," and "The Ulam Program" are part of national activities that are administered by the National Agency for Academic Exchange. These programs support academic staff members to develop professional skills, knowledge, or the quality of research in a different sphere of education (European Commission, 2020).

The Polish universities established a research award for deepening Georgian-Polish relations. The award was established in 2018 by the Centre of East European Studies at the University of Warsaw (initiator) and the following universities: Gdańsk University of Technology; Poznan University of Technology; University of Lodz, Maria Curie-Skłodowska University; University of Rzeszów; University of Warsaw and Ossoliński National Institute and the College of Eastern Europe in Wrocław.

There is a Lane Kirkland Scholarship Program that is fully funded and directed at researchers under the age of 45 who hold a doctorate degree and an academic position. Another possibility for mobility, academic development, and research opportunities in Poland is the University of Warsaw, which offers young researchers who are under the age of 35 scholarship programs.

The National Academic Exchange Agency NAWA has created a new platform "Research in Poland". The English-language website researchin-poland.org is intended for foreign researchers and doctoral students who are interested in scientific research activities in Poland.

Different types of incentives are intensively used by the US University administration to motivate the staff. However, the main distinction shall be made between financial (monetary) and non-financial (non-monetary) incentives. These are two types of incentives that are frequently differentiated. Financial incentives are mainly associated with financial rewards such as bonuses, commissions, pay increases, or other benefits (De Cenzo & P., 1996). As for non-financial incentives, instead of payments or financial benefits, they are mainly related to psychological and emotional fulfillment, like recognizing employees' efforts publicly, allowing them to participate in decision-making processes, providing them with more independence, or improving their workplace environment. In conclusion, it can be restated that almost all US universities need to produce quality service in order to overcome competition, stay accountable, and attract more international students.

Conclusions and Recommendations

The present review study concludes that staff motivation is a major tool for maintaining and enhancing Academic staff's professional knowledge and teaching and research skills to achieve high performance. It is important for higher education institutions to bring teaching and research activities together as an effective strategy for quality education and to achieve optimal integration between these two different but interrelated educational instruments and components. Educational institutions are founded to teach, impart, and share information, building competencies (knowledge, skills, and values) in their respective graduates. This is a conventional as well as modern understanding and appreciation of what an academic institution should do in the first place. At the same time, educational institutions are the ones responsible for creating information (a basic educational tool) and transferring that information to potential users or learners. Educational managers should consider these two activities as complementary to each other rather than competing forces or barriers to each other. Moreover, educational institutions, regardless of their sizes, origins, or nature, are expected to do teaching and research as core activities in an effective and efficient manner to benefit all their stakeholders. Achieving an appropriate combination of teaching and research as the two key elements of education offered by the institutions of higher education in the world has been and is a challenging task for the educational leadership and policymakers. A balanced combination of teaching and research activities affects positively the overall quality and standards of education. Nonetheless, in order to create optimal conditions for such a balanced and strategic integration between these two different but interdependent educational activities, the institutions of higher education must demonstrate strong academic and research leadership, commit all the required resources, show operational flexibility, and last but not least, build a supportive institutional culture. In order to keep academic staff productive and motivated, universities should care about their professional development, which is beneficial to both academic staff and the universities.

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The Importance of Crisis Management Plan and Exercises in Higher Education Institutions

Natia Maghalashvili
International Relations office, International Black Sea University, Georgia

Abstract

During the last three years of the Covid-19 pandemic, the educational sector faced many challenges in the management system. The crisis caused by the pandemic disrupted the functional system very quickly. It forced higher education managers to make very quick decisions in a short period of time, which is not the nature of the higher education system. As it is known universities have a very slow and loosely coupled system (Huisman & Pausits, 2010). Decisions are made on governing, administrative and faculty-based boards. These types of decisions are made by evaluating threats, listening to all arguments, and then making joint decisions.

Pandemic is a global crisis which hit the educational system and had wave effect. It left the place for multiple crisis events to emerge instantly, such as: economic crisis, financial instability, job-loss, low access to education... The Crisis management plan is the answer to the global and local crises: The purpose of the trainings and exercises is to improve the crisis management system participants' effectiveness and responsiveness (2005, p. 12).

The purpose of the paper is to reveal the importance of the crises management plan, exercises/drills and simulations.

Keywords: Crisis, Management plan, Preventing crisis, Exercises/Drills in Crisis Management

1. Introduction

Having a crisis management team is undoubtedly a luxury for a small or medium-sized higher education institution. However, today's challenges call for more quality-oriented decisions than just routine promotions and advertising, which can only be appealing to external stakeholders for the first year.

The team and crisis management plan are the best options for ensuring long-term high standards in education. Universities should take into consideration that having crisis management team gives advantage in competing with other HEI's. It validates internal policies and regulations, which respectively keeps the standards high.

The key areas where the crisis management team plays a crucial role includes adapting, making changes, and being adaptable to the demands of daily life. The paper discusses the purpose of the crisis management team, importance of its exercises/drills and simulations.

Problem statement

Higher educational institution's crisis management plans are not functioning properly, since they are not exercised frequently to respond to emergency cases swiftly

Goal statement:

The aim of the study is to analyze and highlight the importance of the crises management plan and exercising the plan as a prevention measure

Hypothesis:

The lack of the crisis management plan and emergency unpreparedness reduces the effectiveness of the educational system

2. Literature review
Crisis Management Phases

What is the purpose and the main reason for having the crisis management plan not only in higher education institutions (HEI) but in every company or establishment? To lessen the damage from the crisis on institutions. Of course, it can not eliminate the risk of a global crisis, but the plan can mitigate the impact of the crisis on the institution's operation system, the welfare of people, and the environment (Patrick & Hannes, 2011, p. 353).

There are three general phases of the crisis management system: **Pre-crisis** "before", **Crisis response** "during", and **Post-crisis** "after" (Zamoum K., 2018). All three phases have substages, where we can see how phases change from first to the second and then Third.

Pre-crisis has three stages: 1. Signal detection 2. Prevention 3. Crisis preparation. At that stage crisis has been detected and the crisis management team should turn the mechanisms of prevention. If the crisis is not prevented, prepare for the crisis management, where the Crisis management plan is activated. Of course, organization is expected to have the plan which is updated regularly.

The stage of Signal detection may play a crucial role in the managing plan. As it is known information is the most powerful weapon, that is why having information on a pre-crisis stage gives advantage to the institution for making the first step for crisis prevention. Communication between the department, the flow of information to the heads of the departments are the main tool for detecting the signal. Covering the issues and not having smooth communication in the organization can lead to the crisis plan failure.

Crisis response has two substages: 1. Crisis recognition 2. Crisis containment. According to Zamoum and Gorpe (Zamoum K., 2018) at this stage organization forms a team for managing the crisis, in some cases the team members are already defines by the internal regulations. The important role at this stage plays the spokesperson/s and the public relations department. The Crisis Management Team's (CMT) actions must be quick, accurate and consistent to minimize the damage from the crisis. PR department member is playing a big role in sending the correct and accurate messages/ information to the internal and external stakeholders, in order not to be misunderstood by the rumors, which can be planned or created by the external third parties.

Other then notifying external stakeholders on the crisis situation, CMT must make sure that the message was delivered accurately to the administrative and academic staff. The team may ask for their additional support to create more consolidate atmosphere during the crisis. This strategy may help to spread the exact message which CMT ought to deliver.

One of the hardest management instruments to control is social media, which can spread rumors. Negative media coverage may damage the higher education institution with a long-term effect, which can be prevented by having the effective external communications with all affected parties. Again, the role of PR is crucial in communication with external stakeholders: Students, Parents, Society.

The Post-Crisis refers to the stage when the crisis is resolved and the CMT assesses how they handled the crisis. Here, primary objective is to improve the crisis preparedness. The Crisis is already been handle but the institution still monitors the Media and keeps its own stakeholders informed for any updates.

Patrick Alvintzi and Hannes Eder (Crisis management, 2011) describes the strategy of the crisis plan in three phases as well, which are Crisis preparedness, Response model and outlining the Strategy for handling a crisis.

The goal is of this crisis plan is to reduce the risks that crisis may create and also be prepared strategically and tactically.
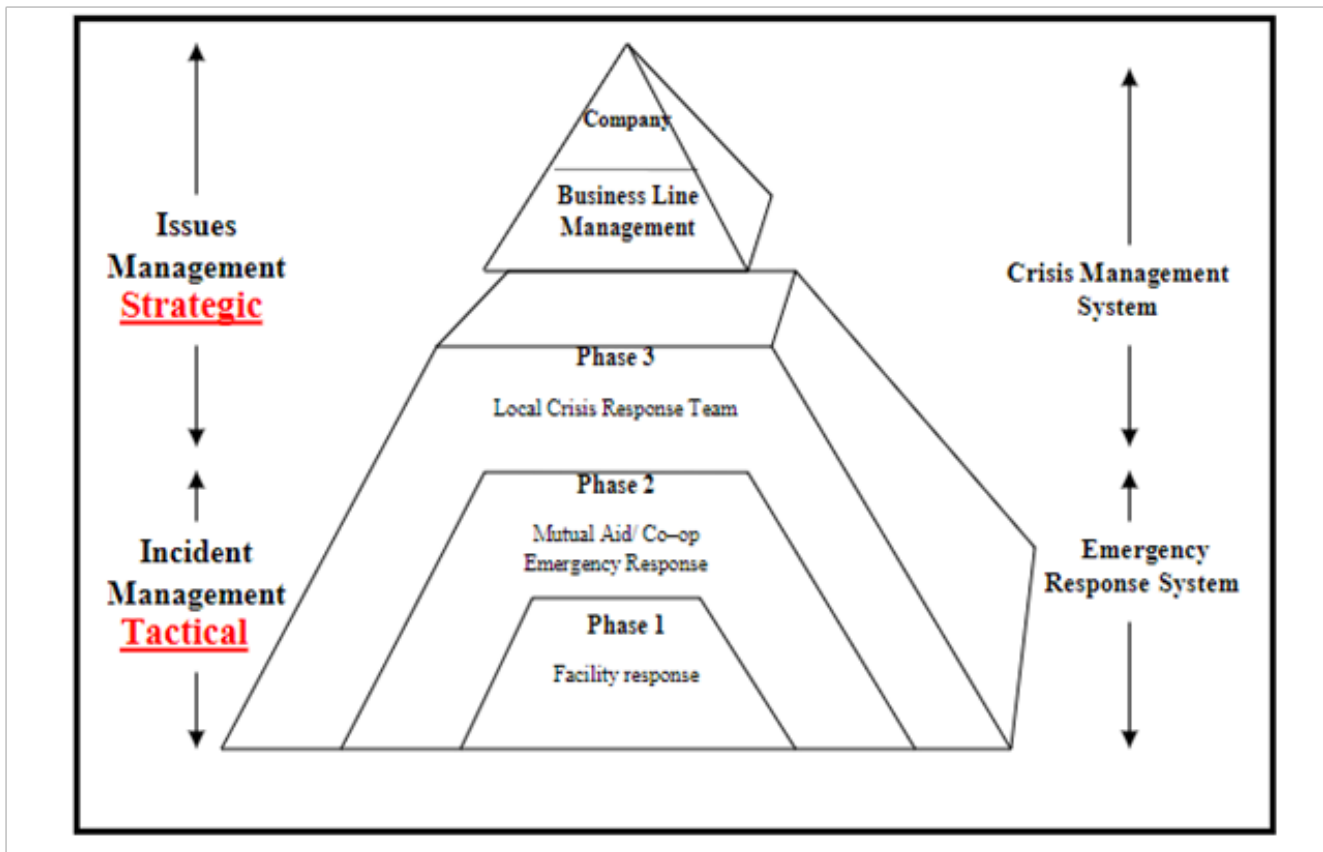
1. Illustration: Illustration of Crisis Management System (Patrick & Hannes)

In the crisis management system, it is known that early information or incorrect information may lead to false conclusions, therefore the emergency response will not be effective (Patrick & Hannes, p. 358). That is why the phase 1, the facility response (Tactical Incident management) is incredibly essential in order to be consistent and accurate before jumping to any conclusion:

"Company established the method for assessing incident severity that considers four primary exposure factors for the incident. These are:

_People (public health/ injury)

_Environment

_Liabilities (financial, assets)

_Reputation" (p. 358)

Above listed factors can be measured with a severity level which can be from 1 to 5. 1 is least severe, 5 is the most severe. Institutions may use the severity assessment during the incident and it may change the levels of severity. Example N1: University has an administrative staff (The head of accountancy) who is going to leave his/her job after 1 year. The severity damage to the department in present moment can be measured as 5, after 8 month or 1 year as 1 or 2, since the CMT detected the risk and attached high qualified employee to that person, which could handle the same job responsibilities. Example N2: University has academic or administrative staff who's administrative and communication skill are lacking while preparing annual reports for the accreditation procedures or miss-communicating with the students, which will damage the university reputation at the end. The severity of the risk at the present moment can be minimum (1 or 2) but during the accreditation and authorization severity equals to 5, since higher educations is risking to fail the process of program accreditation, or some particular department will face the problems. The role of the crisis management team is the same, to detect that type of issues and medicate them. The severity can be minimized after delivering the course trainings with the staff members and active involvement in to the drills which are planned by CMT.

2.1 The Importance of the Drills/Exercises
There are different types of exercises in crisis management. Different sources categorize the exercise in various ways, such as US Homeland Security document (2020, pp. 4-1) which indicates two main categories:
• 		Discussion-based: Seminars, workshops, tabletop exercises and games
• 		Operations-based: Drills, functional exercises, and full-scale exercises

In both cases the exercises are led by the moderators. Discussion-based exercises are held in stress-free environment, where small groups of participants are discussing their own policies and exercising the simulations offered by the moderators. But there is still small difference in simple and enhanced tabletop exercises. In an enhanced version of the tabletop exercise the time limit is introduced, therefore the participants have more realistic simulations than in the simple version of the tabletop exercise. Rob Burton (2020), in the principle of "Preparedex" company highlights the advantages of the enhanced tabletop exercise:

- "Requires only a modest commitment in terms of time, cost, and resources.
- Is an effective method for reviewing plans, procedures, and policies.
- Is a good way to familiarize key personnel with their roles and responsibilities.
- Is an opportunity to build trust (team building).
- It stimulates thought processes.
- Helps focus the team within a specific situation (scenarios such as cyber)
- Helps identify any issues, challenges and / or assumptions.
- Helps identify resources necessary to overcome any issues, challenges and / or assumptions.
- Helps identify means of overcoming any identified issues, challenges and / or assumptions.
- An opportunity leaders to practice their crisis management leadership skills".

As it is seen from the list of the tabletop's advantages and generally discussion-based exercises that they have more team building, communicational and operational skill activation triggers. On the other hand, Operational-based, drills and full-scale exercises involves bigger number of resources, pre-planning, testing communications and checking potential safety issues. Grunnan and Fridheim (2017, p. 84) in their article are arguing on the importance of each exercise, but even operations-based exercise may include some parts from discussion-based exercises. Usually, the organization determines which type of exercise is essential to them to practice at that moment, which levels of the CMS has to be involved, whether it is Strategic, Operational or Tactical (Gunnan & Fridheim, 2017, p. 87).

Who can plan and create the simulations?
Simulations can be planned by the internal staff members of the higher education organizations, since they know more about the weak point of the organization, which gives them advantage to address the most vulnerable areas of the management system during planning. Or the third parties, nowadays group of experts in the crisis management are creating simulations for organizations, they might have the wight range of simulations. Usually, the third parties are hired to plan the full-scale exercises, which requires to include multiple agencies, organizations, partner organizations, and local authorities. This type of exercise might be expensive and require scrutinize planning.

What are the objectives of the Crisis Management exercises?

Crisis management team as any other formed team in higher education institutions has to have its objectives. Of course, each crisis management exercise has its own objective or objectives. Georg T. Doran (1981) in his article formulate 5 main methods on how to develop objectives in management. The S.M.A.R.T.:

S-specific, the target area which has to be improved should not be general, but opposite, specific in order to reach the goal. Providing a clear description what has to be done to achieve the goal.

M-measurable, creating a rubric or a metric which will measure the success.

A-assignable, specify the person\s responsible for the task.

R-realistic, indicate the outcomes that may be realistically expected with given the resources

T-time-related, the timeframe by which the outcome can be attained.
These are the main 5 methods by which the crisis managers can formulate the exercise.

Each exercise may not address all five methods, it depends on the type of the drills/exercises (Seminars, workshops, tabletop exercises and games, Drills, functional exercises, and full-scale exercises).

3. Methodology
The Study aimed to analyze the importance of the crisis management plan and its exercises for Higher Education Institutions for the crisis prevention or mitigation. Qualitative and quantitative methods were used. The online survey was done in two private HEIs of Georgia.

3.1. Background information
Non-Probability sampling was conducted, and the target audience was only top and middle management who had knowledge of the internal and external regulations of the HEI (business continuity plan; authorization standards).

3.2. Participants
The number of participants were Twelve. Only top and middle management.

3.3. Results and analysis
In the survey questions Covid-19 was given as an example of the crisis which affected each and every institution on planet. Based on Pandemic crisis survey questioned the stakeholders- What led the HEI's Management system to malfunction at the beginning of the Pandemic? Majority 58,3% answered: Unpredictability and not having regulations during crisis, which highlights the importance of the crisis management team, since one of the responsibilities of the team is to predict and sense at early stage of a crisis.
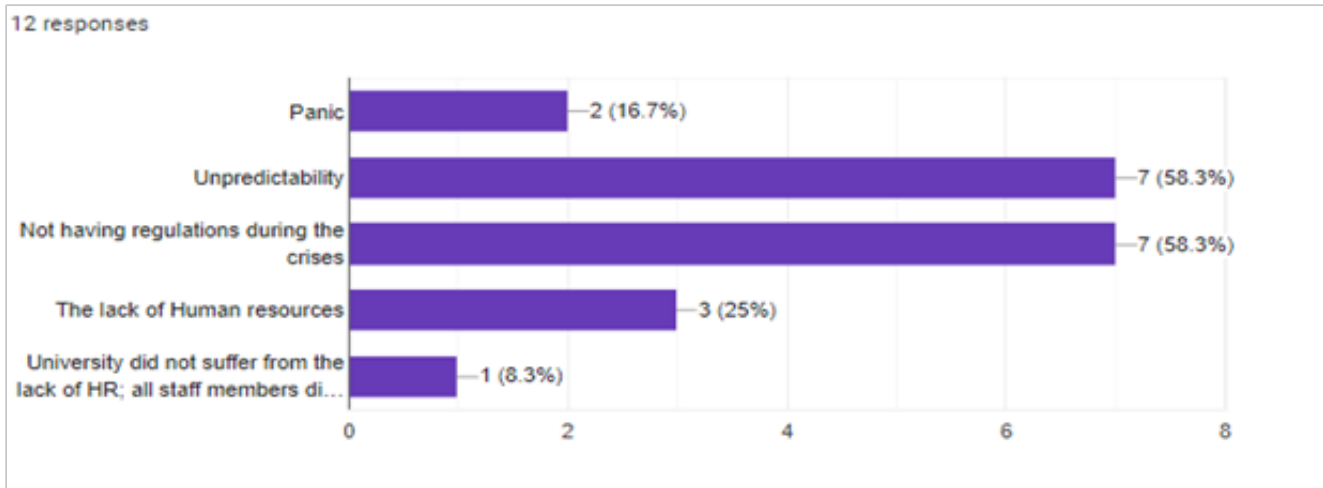
Figure 1

On the question - Have you ever exercised crisis plans before or after the Pandemic? 58.3% answered that they have not exercised the crisis plan. Only 41%- answered positively.
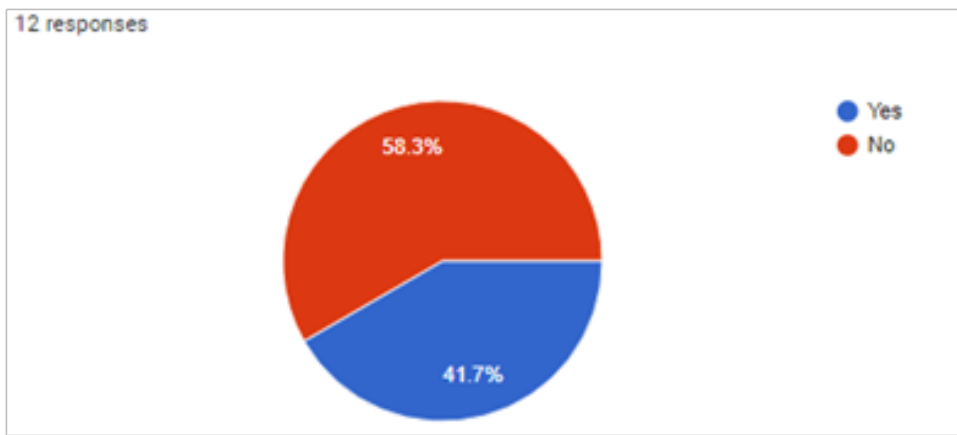

Figure 2

On the questions- Do you think that covid-19 can be discussed as an exercise of the crisis in HEI to overcome future challenges? 100% of the participants agreed that the Covid-19 crisis could be discussed as an exercise, which may help to overcome the future challenges, which again highlights the exercise's significance, which practically prepares the management staff to respond to the crisis at the early stage.a
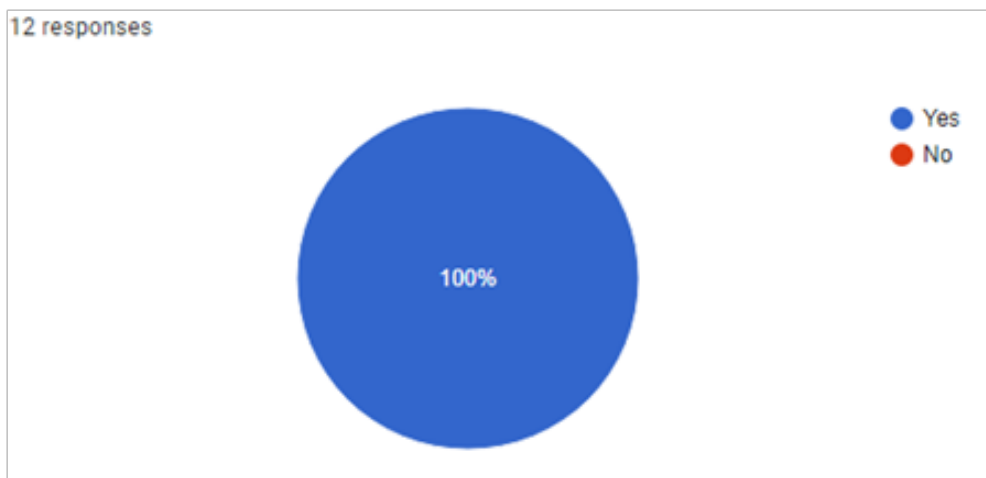

Figure 3

3.4 Limitations of the study

It has to be emphasized that the paper has its limitations, analysis is based on two higher education institution and accordingly has limited number of the answers. Survey conducted in a state and other private HEI would give more informative picture.

4. Conclusion and Recommendations

According to the authorization standards of HEI's (2018), standard N2,1 on organizational structure and management, Business continuity plan is given as an indicator/proof that higher education institution has its own structure and strategic plan which works properly to answer the recommendation of the standard. The Crisis management plan, its drill/exercises and simulations become a tool to reach the goal and comply the standards of the authorization with enhanced results.

There are two options to hold the crisis exercise simulations, first, the staff members will know about the time-period of the exercise, but they will not be aware of the exact timing. Second options, by the decision of the leadership, the staff members will not be aware of either timing or even existence of a drill. But in the second case the type of the exercise must be determined by CMT.

Crisis Management team, the strategic plan and its drills can be used for any type of crisis at HEI, starting with flu type/Pandemic crisis and online education, ending with the cyber security events.

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