

**INTERNATIONAL BLACK SEA UNIVERSITY**

**IRCEELT - 2024**

**HYBRID 10-11 MAY**

**14TH INTERNATIONAL  
RESEARCH CONFERENCE  
ON EDUCATION, LANGUAGE AND LITERATURE**



Dear Colleagues,

Welcome to the 14th International research Conference on Education, Language and Literature (IRCEELT 2024)

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

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

History of education	Basic ethical values in education (Environment, cleaning, etc.)
Philosophy of education	Arts Education
Methods of teaching languages	Material Development in Language Teaching and education
Classroom management	Nursery Education, Pre-school Education
Education management	Human Resources in Education
Educational psychology	Innovations and effective practices in education and language teaching
Language education	Language and culture
Intercultural Education	English, American and other literatures in English
Language teacher education	Language testing and assessment
Language curriculum development	Language program evaluation
Language teaching methodology	English for specific purposes
Educational Planning	Independent / Autonomous Learning
Linguistics	Mathematics Education
Primary School Education	Measurement and Evaluation in Education
Environmental Education	Science Education
Material Development in Language Teaching and education	Special Education
Educational Technology	Mobile Learning, Multi-cultural Education
Innovation in language teaching and learning	Lifelong Learning
Motivation and Language Teaching	Guidance and Counseling
Foreign Language	Other New Trends in Education Related Topics
Teaching Vocational Education	
College and Higher Education	
Curriculum and Instruction	
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**IRCELT**  
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### **Why Do Young People Not Want to Teach Anymore?**

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*Thomas C. De Bello State University of New York at Buffalo State, (USA)*

#### **Abstract**

Teaching once used to be a reputable profession, and there was a reason for it: the world would have no professionals if there were no teachers. However, it is no longer popular nowadays to think in these terms. Money rules the world, and teaching has never meant big money. Due to this, the popularity of the teaching profession is declining. According to statistics, for example, teaching jobs popularity in the USA have been in the lowest during the recent decade since 1970. It has also decreased in Georgia, but no statistical data officially confirms this personal observation. That is why we wanted to find out whether the situation in Georgia is as bad as in some Western countries. We also wanted to know what has caused the decrease in the prestige of teaching. We believe this is crucial because if there are not enough teachers, especially good teachers, morals, culture, and well-being will decline worldwide. Therefore, educators need some recommendations on what to do to avoid it.

**Keywords:** teaching jobs; prestige of teaching jobs

#### **1. Introduction**

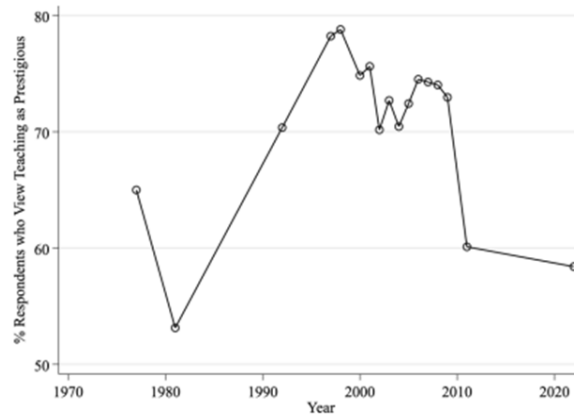
The paper is dedicated to the decrease in the popularity and prestige of teaching jobs. According to TALIS 2018 results (OECD, 2018), the OECD countries (or their provinces) where at least 50% consider that the teaching profession is valued in society are Viet Nam (92%), Singapore (72%), the United Arab Emirates (72%), Korea (67%), Kazakhstan (63%), Alberta (Canada) (63%), South Africa (61%), Shanghai (China) (60%), Finland (58%) and Saudi Arabia (52%). In Georgia, 41% of teachers think so, and in the US, 37% think so. Among the countries where teachers view their jobs as least respected are the Slovak Republic (5%), Slovenia (6%), and France (7%).

Statistics on parent perceptions of teaching jobs between 1970 and 2022 have revealed that the prestige of the teaching profession in the US has fallen to the second lowest according to Harris Hall polls and lowest according to PDK/Gallup polls (Kraft & Lyon, 2022) – see the figures below. Although the results vary across countries, on the whole, the situation is worrying.

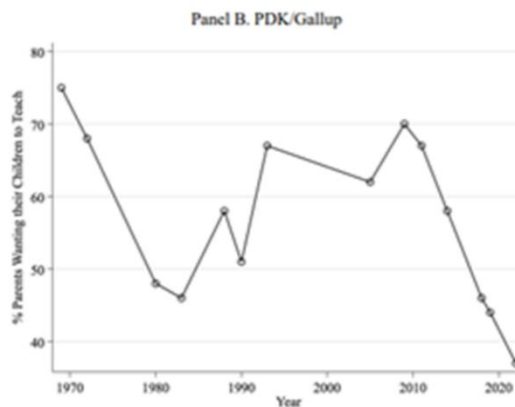
Figure 1. Prestige of teaching during half a century

### Figures

Panel A. Harris Poll



Panel B. PDK/Gallup



Note. Data are from Harris Poll Prestige Ratings and PDK/Gallup Polling of Parent Perceptions.

Source: Kraft & Lyon, 2022

Therefore, we decided to find out how bad the situation in Georgia is and compare it to some other countries. The research eventually developed into three studies:

Student views on the popularity/prestige of teaching jobs (A case of Georgia, Azerbaijan, Iraq, and the USA/Canada) – published: Professional Studies: Theory and Practice, 28(1), 4-13. <https://ojs.svako.lt/PSTP;https://doi.org/10.56131/pstp.2024.28.1.240>

Parents' views on the popularity/prestige of teaching jobs (A case of Georgia, Azerbaijan, Iraq, and the USA/Canada) – in work  
Teachers' views on the popularity/prestige of teaching jobs (A case of Georgia, Azerbaijan, Iraq, and the USA/Canada) – in work

In this paper, we will not view the findings that have been obtained so far, but we would rather provide some theoretical narrative and life examples than research findings.

### **Why is teaching popularity declining?**

What worries us a lot is the role that mass media are playing in the situation. While there are so many movies and series involving positive images of doctors and nurses and positive and negative images of police officers (but finally, the honest and smart detectives are the main heroes therein), there are very few, especially recently, such movies about teachers. Teachers are mostly shown as comic negative personages (such as in the movie "Bad Teacher", 2011). The only positive teacher character that comes to our mind at the end of the 20th century is "Dead Poets' Society" (1989). The movie is very good, but it was shot three decades ago, and it is an intellectual movie not to be understood by the wide masses. The caricatures of teachers in newspapers show them as what we call (analogously to the movie "The Bad, the Good, and the Ugly," 1966) "The Cruel, the Stupid, and the Outdated." And, of course, all of us, including the young and the technologically smart, are 'digital immigrants'. Besides, the IT industry, to sell its not-always high-quality products, actively advertises the approaching disappearance of the teaching profession, giving way to teacher robots and artificial intelligence software. It was a pleasant surprise to us that in our research that the student respondents rated mass media impact on their views on teaching jobs in third and fourth places, according to countries, after their teachers and family, because the media image of teachers is grotesque and devastating, to our minds.

George Bernard Shaw's joke that "he who can, does, he who cannot, teaches" in his 1905 play "Man and Superman" (which was not said about teachers, but about the guys who think of themselves as so smart that they have the right to teach everybody) has been viral till today to characterize teachers as losers. Add to that the beginning of the nineteenth-century monster of a teacher who beat to death a schoolchild, who was also his close relative, 'out of the best motives' to make him study better in James Fenimore Cooper's "The Eclipse" and the ending of the nineteenth-century Anton Chekhov's "The man in a Case" – an introvert teacher afraid of educational inspectors and frightening to death his students – and an anti-advertising teacher portrait for admission to education faculties/programs is ready! We would rather agree with Aristotle's allusion ("those who know, do, those who understand, teach" - [We like the reasons given by Dr. Steven Mintz \(2023\) in his blog why Shaw's quotation may sound funny and even true about bad teachers \(yes, bad teachers exist, like bad doctors, police officers, engineers, and representatives of any profession\), but it is not true about the majority of us, as:](https://www.goodreads.com/quotes/63445-those-who-know-do-those-that-understand-teach#:~:text=Quote%20by%20Aristotle%3A%20%E2%80%9CThose%20who,Those%20that%20understand%2C%20teach), but we are not even sure that anybody knows this quote.</a></p>
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We work to bring change for the better and not for pay.

Our motivation is the gratitude of our students and their achievements.

Teachers have so many goals: to improve their own knowledge of the subject and the teaching methods in order to teach better, encourage students to learn, develop their ethical skills, serve as role models, and prepare them for life.

We work under general pressure of students, departments, colleges, universities, external advisory committees, and the community, so we just have to do our best.

We have to cope with unstable students, violence in schools, and parental interference (often not qualified at all!) in the educational process.

We also like so much his list of great people who were teachers (which can be made much longer) disproving that teachers are losers: Albert Einstein, Robert Frost, R.R. Tolkien, Marie Curie, Stephen Hawking, and Noam Chomsky.

Concerning the prestige of teaching jobs, it was ranked 6th by the Azerbaijani students, 7th by the Georgian and Iraqi students, and shared the first three ratings with loving sharing knowledge and skills and liking helping others to learn by the US/Canadian students among seven reasons to become a teacher. To the question whether they wanted to become teachers, 13.8% of the Azerbaijani respondents said 'agree' and 14.4% 'completely agree', 13.30% of the Georgian respondents said 'agree' and 16.40% said 'completely agree', 38.24% of the Iraqi respondents said 'agree' and 26.47% said 'completely agree', while 10% of the American and Canadian respondents said 'agree' and 12% said 'completely agree'. Therefore, it is possible to conclude that, among the countries involved in the study, teaching is the most prestigious in Iraq and the least prestigious in the US/Canada (Doghonadze et al., 2024).

Unfortunately, in Azerbaijan, in our research, 21% of the respondent students 'agree' and 19.30% 'strongly agree' with Shaw's phrase; in Georgia, respectively, 21% and 10.70%, in 34.31% and 11.76%, and in the USA/Canada 30% and 20% (Doghonadze et al., 2024). We realize that bad teachers also are responsible for this image. Teacher training and professional development should be paid more attention to. However, we also believe that the state should stimulate mass media to create a more positive image of teachers – via showing more often the best teachers on TV, having more awards like 'The Teacher of the Year' in schools and universities, on regional and country levels, expressing thanks to teachers for their – we are not afraid to use this word – heroic work during the COVID-19 pandemic, etc. Society and governments have to understand that teaching is a job without which no other profession can exist.

We would like to end with some inspiring quotes:

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

— William Arthur Ward (1921-1994; American motivational writer)

Good teaching must be slow enough so that it is not confusing, and fast enough so that it is not boring.

— Sidney J. Harris (1917-1976; American journalist)

Good teaching is one-fourth preparation and three-fourths theater.

— Gail Godwin (born in 1937; American novelist and short story writer)

The important thing is not so much that every child should be taught as that every child should be given the wish to learn.

— John Lubbock (1834-1913; English banker, politician, naturalist and archaeologist, served as a vice chancellor of the University of London)

Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.

— Albert Einstein (1879-1955; great German-born theoretical physicist)

The teacher's task is to initiate the learning process and then get out of the way.

— John Warren (born in 1954; writer and producer)

(<https://www.prodigygame.com/main-en/blog/teacher-quotes>).

Conclusion and recommendations

Teaching jobs were assessed by the respondents of our study as reasonably prestigious.

When students are taught by teachers who love their jobs, they will be more willing to become teachers, as they will have good role models.

A low regard by their families for teaching as a profession will not encourage the best young people to enter the field.

A teacher's role needs to be reinterpreted and understood in the new technological age we have entered.

Developers of technologies for education should consider (and advertise) the technologies not as teachers' rivals but rather as teachers' and students' support.

It is a vicious circle: on the one hand, to be a reputed profession, teaching should be of high quality, on the other hand, without better training and especially better conditions for efficient teaching we will have teachers who are limited in their effectiveness.

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## **Is Harkness Pedagogy a Way to Break a Curse of Knowledge?**

*Ekaterine Pipia, Professor at International Black Sea University (GEORGIA)*

*Maia Chkotua, Professor at International Black Sea University (GEORGIA)*

### **Abstract**

The article analyzes a burning issue in education – how are educators implementing the democratic student-centered approach in their real classrooms? How student-centeredness is measured and evaluated? The article introduces the concept of Harkness pedagogy as an antidote to the “curse of knowledge”. It explores how to democratize the learning process and facilitate deeper understanding among learners. The article examines the ways of designing a dialectical journal around a Harkness table and introduces a new digital tool facilitating students’ discussions in the classroom. The implications of desktop research findings are provided as recommendations for educators tailoring their teaching preferences in the 21st-century classroom.

Keywords: student-centered design, social constructivism, “curse of knowledge”, Harkness pedagogy, a dialectical journal

### **1. Introduction**

In this dynamic landscape of education, the ways of democratizing the learning process in a contemporary classroom remain a topical research scope for educators. The questions related to reducing teacher talking time (TTT) and practically realizing 80/20 or 70/30 models are studied consistently. The studies shape a contemporary understanding of teaching that views the students as the key players in the process of obtaining, filtering, and storing the obtained knowledge (Bromley et al., 2011; Bunce et al., 2016; Frank David John & Meyer, 2020; Gauthier, 2013; Mayer & Clark, 2003). The information transformation process from teachers to students marks some gaps in understanding. The disparity between educators with thorough knowledge and learners with a shallow understanding of the subject is referred to as a “curse of knowledge” (Heath & Heath, 2007). The term encapsulates the educational setting, where educators perceive an entire panorama of the topic under teaching and learners grasp only a fragment of that knowledge, struggling to connect fragmented pieces into a coherent whole (Pipia et al., 2022). Addressing this disparity provokes an urgency to consistently apply innovative approaches in the classroom that view learning as a personal and interactive process. Social constructivism offers a compelling framework in this regard viewing “learning as a personal construct which is a fabrication of the learners' interactions with other members present in the classroom” (Finch, 2021, p.24). This highlights the importance of social presence, personal connections, and interactive learning for students, and has thus raised awareness and interest in social constructivism and supporting tools (Kussmaul & Pirmann, 2022). A practical application of these principles is designed in Harkness pedagogy.

## 2. Harkness Pedagogy

The Harkness pedagogy is rooted in Social Constructivism theory and promotes learners' skills to communicate, manage emotions, form empathy, establish interpersonal relationships, set achievable goals, and make constructive decisions. Considering all these features the Harkness pedagogy fits into the Social Emotional Learning (SEL) model, which 'by focusing on social awareness and relationship skills, offer a framework for reconstructing a sense of community' (Lawson et al., 2018, p.459). Having Social Emotional Learning principles incorporated into the teaching curriculum creates a holistic approach to education and contributes to designing supportive learning environments with reduced feelings of isolation (Elmi, 2020).

The Harkness method as a pedagogical approach developed in the United States at Exeter Academy, in 1930 under the guidance of philanthropist Edward Harkness. The main essence of this pedagogy lies in creating a democratic and collaborative learning environment in the classroom and allowing the learners to take the lead in researching and discussing the topics through active interaction. It is a student-centered and discussion-based approach, where the instructor, instead of being the master of the classroom, is largely silent (Barton, 2022). The pedagogical framework ensures less teacher talking time (TTT) in the classroom as it places ownership and responsibility for learning on the learner. Students learn how to formulate critical and probing questions, collaborate with each other to delve into the complexities of the text, make meaning of their discoveries, and develop autonomy and responsibility skills while initiating learning, promoting research and inquiry, problem-solving, and decision-making, equity, and inclusion of diverse perspectives in the authentic classroom. The table below shows some discrepancies between the traditional and Harkness classroom pedagogies.

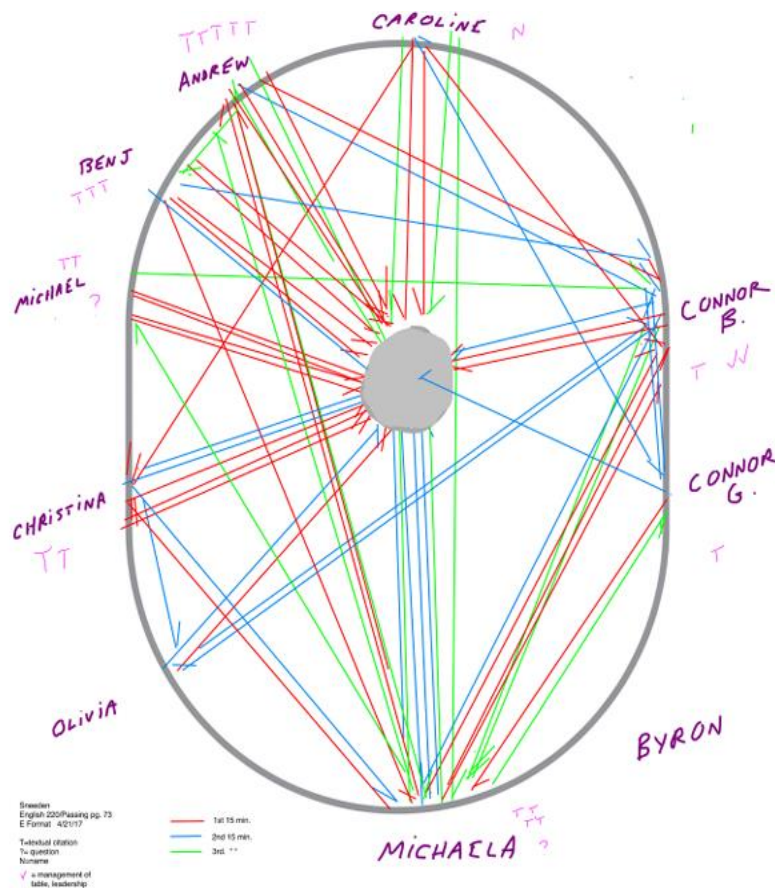
**Table 1. Comparison of Traditional and Harkness Classrooms**

	Layout	Environment	Student Talking Time	Teacher Talking Time
Traditional Classroom	Sitting in rows	Passive, teacher-oriented	Less than 50%	More than 50%
Harkness Classroom	Sitting around a 'Harkness table'	Active, noisy, student-oriented	More than 80%	Less than 20%

Source: created by the researchers

The pedagogy views a teacher as a guide in the dynamic and interactive process actively driven by the students around a 'Harkness table'. The teacher maps what students say and how they interact with each other during the discussion at different stages of the lesson. The sample tracking below visualizes the notes made by the teacher. The different color lines represent different lesson stages.

Figure 1. Sample Harkness Table



Source: Exeter Humanities Institute | Phillips Exeter Academy

Josh Mishrikey at Teachers College, Columbia University, USA designed the digitized version of the virtual Harkness table. The platform Dialogic is a note-taking tool, which allows users to visualize the discussion through arranging a virtual Harkness table with seats and interactive lines. The platform allows recording speech duration, annotating notes, and storing information related to students' performance for delayed feedback.

### 3. Dialectical Journal or Double Entry Journal

A dialectical journal, also known as a double-entry journal or a reader-response journal is one of the practical ways to lead into a Harkness discussion as it is a written conversation about a piece of literature that encourages the habit of deep reading, reflective questioning, and critical thinking around a Harkness table. It is designed in a two-column format where the students write meaningful passages from a reading text that addresses the prompt on one side, and their reactions, analysis, and provocative questions on the other. Students trade their project with a partner to read the first two columns and then respond by challenging them to add a new quote that pushes the argument further or shows an opposing viewpoint. Finally, the journal is given back to the owner for reflection (Cadwell, 2018).

Implementing dialectical journals in the teaching and learning process has certain procedures to follow. After students read and select the passages interesting for them and relevant to the task, they record them on the left-hand column of the chart where page numbers should also be included. Learners have to write their responses to the text in the right

column. Response to the text entails questions, ideas/insights, reflections, and comments. The responses should be labeled using the following codes:

- (Q) Question – learners ask about anything which is unclear in the passage
- (C) Connect – learners make a connection to their life, the world, or another text
- (P) Predict – learners anticipate what will occur based on what's given in the passage
- (CL) Clarify – learners answer the questions posed earlier or confirm/reject a prediction
- (R) Reflect – learners have to think deeply about the passage in a broader sense and draw the conclusions
- (E) Evaluate – learners have to make a judgment about authors ideas

Dialectical journals can be effectively used in literature classes to critically analyze the text, in general reading comprehension class, and in essay writing class where the notes will assist learners to construct essays from the notes. It can be implemented in academic writing class where critical reading, analysis and synthesis of information is crucially important for the quality course/research paper.

#### **4. Conclusion**

The Harkness pedagogy, with its roots in social constructivism and social-emotional learning, provokes new trends in the contemporary classroom by centering the learning process around students and fostering a collaborative, discussion-based environment. It empowers students to take ownership of their learning, encourages critical thinking, and promotes deeper understanding through active participation and dialogue, which leads to a shift from teacher-centered teaching to a democratic student-centered context. The interactive approach reduces teacher talking time and increases an emphasis on student-led discussions. Tools like the dialectical journal and digital platforms such as Dialogic further enhance these discussions, providing structured frameworks for deep learning, communication, empathy, critical thinking, and problem-solving skills. As we move further into the 21st century, creating democratic classroom space for exploring and constructing new knowledge collaboratively offers a compelling antidote to the 'curse of knowledge' by bridging the gap between expert knowledge and novice comprehension, creating a more inclusive and diverse educational experience.

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## How to work with philosophical text in Secondary Education Philosophy class?

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### Abstract

The paper's main topic is the relevance of text in Philosophy teaching in Secondary Education. Working with text is crucial for developing students' key competencies: linguistic, social and as a tool for learning to learn. In the paper, several tools are proposed for teachers who introduce philosophical text in the class: guidelines to teach students how to differentiate between a philosophical text and a text of another nature (scientific, theological, religious, literary with a philosophical background), some keys to choose the texts to be worked while teaching Philosophy on a Secondary Education level with greater benefit for students. Also, a framework to perform an exercise of understanding and interpretation of the text is provided, to share tips that can be transmitted to students on approaching a philosophical text to facilitate their understanding and interpretation. The texts to be dealt with in the class should be short and contain the essence of the problem to be examined; they can be either philosophical or literary with a philosophical background. Teachers should support students in their work with the text to encourage reading habits and help students' intellectual development.

### 1. Introduction

The notion of text, in its first appearances in modern languages, is a writing "whose interpretation was carried out in sermons and church doctrine; in this case, the text represents the basis of all exegesis, which in turn presupposes the truths of faith" (Gadamer, 1989, p. 30). The text, too, is always linked to its interpretation. According to hermeneutics, the text is a mere stage in the process of understanding; only the understanding of the text is important, not the text itself. In this way, language becomes a mere precondition (Gadamer, 1989, pp 30-31).

At the classroom level, comprehension is as important as the text itself. The aim of text work in Secondary Education is that students learn to work with written discourse in order to understand and interpret it. For this reason, a text should be introduced into the intellectual horizon of the students in a careful way and to their best advantage. Reading and interpreting texts is one of the fundamental tasks to be carried out in the philosophy class in Secondary Education. In this paper, a practical view of how to work with philosophical texts in our class is offered.

### 2. Text and Interpretation

Texts are divided into informative, literary and colloquial texts (Payares, 2011, p. 462). Philosophical texts are characterized both by a careful style and by their communicative function; it is a text which, because of its explanatory-valiative character, becomes a cultural tool to address and transform the reality of its colloquial recipients (Payares, 2011, p. 466).

Before students are confronted with philosophical texts, they should know, at least in broad terms, how to distinguish them from other texts familiar to them from everyday life or other subjects. Ewa Orlewicz, in her introductory teaching unit to the subject of Philosophy, advises similarly presenting such a definition. First, it is necessary to point out the difficulty of defining a philosophical text. Then, she recommends outlining the difference between scientific, theological and philosophical texts. This difference, according to the author, is the same as the difference between science, religion and philosophy. Science has an object of study, its view of that object, as well as a certain set of concepts with which it examines its object from an accepted perspective. Precisely for this reason it only shows a certain fragment of reality from a certain perspective and not its totality. Philosophy, on the other hand, presents certain questions or objects from various perspectives and at the same time places them in a broader and more global context (Orlewicz, n.d.).

According to Ewa Orlewicz, students should also be able to distinguish between philosophy, theology and religion. She provides a simple distinction for classroom use; for the pedagogue, religion is based on revealed truths, while theology aims to provide a coherent view and concise exposition of these truths. Thus, religion and theology are concerned with faith, with a certain view of the issues presented that must be accepted. Philosophy, on the other hand, is necessarily something quite different from religion and theology in that, by cultivating a broad and penetrating consideration of each question, it calls it into question (Orlewicz, n.d.).

A further step for students is to distinguish, always roughly, given the difficulty of such a task, between a literary text with a philosophical background and a philosophical text *sensu stricto*. A purely philosophical text, such as a treatise or a dissertation, is always subject to certain rigours; it considers particular ideas or issues in a particular order, mostly in a logical order. The structure of the text is usually as follows: the statement of a thesis or problem, contemplation of the problem, the author's polemic and, as far as possible, conclusions. The philosophical-literary text, on the other hand, usually focuses on a particular idea, attitude or question, and its entire content orbits closer and closer around this idea, attitude or question. This means that such a text does not, in principle, have to be characterized by the features of a dissertation or a structured argumentation. Its aim is only to enlighten, challenge and criticize (Orlewicz, n.d.).

For Secondary Education students, a philosophical text will be a text that expresses philosophical content. If we give a definition saying that philosophy is a systematic reflection on reality, the events and phenomena occurring in it, especially those concerning humans and the issues related to them, then a philosophical text is such a text, in which the author fulfills the conditions given in this definition (Orlewicz, n.d.).

The simple distinction provided by the pedagogue is useful at the classroom level. Students should be able to explain why a certain text is called philosophical, while another is not. This distinction, moreover, helps to highlight what philosophy is and what its object of study is, the content of the introductory unit to the Philosophy course.

### **3. How to choose a text suitable for a Philosophy class in Secondary Education?**

Understanding a text is not just understanding the words or sentences that constitute it. Comprehension requires concentrating on the connections between individual sentences, on the construction of higher-order wholes, on trying to decipher the author's intentions, and so on. Philosophical texts often require much more intellectual effort, even if

at first glance they do not seem particularly difficult (Indrzejczak, 2013). For this reason, the choice of texts to work on in the philosophy class should be made carefully, considering several factors that are discussed below.

In the selection of texts, the basic criterion would be the length and precision of the selected fragments; the texts should be short and contain the essence of the problem presented. In addition, there should be several excerpts from each work in order to be able to choose one that best suits the needs of the given group. There should also be texts representative of all the philosophical currents being discussed in the class. Anna Marzec strongly advocates a thorough analysis, far from superficial reading, shallow summary and all superficiality (Marzec, 1983, p. 561). Texts should also be of a length that does not frighten students. In order to avoid reading endless pages of additional explanations, the extracts selected for the class should be short and precise, especially in the first months of the student's contact with the philosophical text.

Philosophical concepts, however, should not become a kind of slogan that the student memorizes and reproduces in the exam. It is not a matter of the student reciting definitions or information about the characteristics of a given philosophical school. The real task of the philosophy teacher is to make students understand philosophical texts. To work with a philosophical text is to understand, to see, to experience and to listen to the voice of others, seeking in it also a reflection of our world from a different perspective. The texts to be analyzed in the classroom should be chosen according to their problems. Moreover, the same text should be able to be used more than once, depending on the topic to be dealt with in the class (Kryda, 1987, pp 199-202). The same philosophical text can also appear on numerous occasions, and each time it is interpreted in terms of a different issue. It is easier to work in the class with a text that is familiar to students who are already familiar with its context, vocabulary or other features. In this way, when looking for certain types of information, these questions do not distract the students' attention.

Mieczysław Łojek considers the co-existence of philosophical and literary texts in the intellectual landscape of students to be useful. The didactic principle he proposes is that students should first read philosophical texts carefully and comprehensively and get to know the style of philosophical approach and argumentation. The next stage is to look for philosophical thoughts in literary works and try to understand them. The author defends the idea that we can find philosophical ideas in literary works and try to identify the writer's use of them. Łojek also considers it necessary to pay attention to the theoretical, practical and vital value of philosophical thought related to the literary text (Łojek 1986/1987, p. 21). The pedagogue invites teachers to introduce literary texts into the philosophy class. Such a procedure links literature courses with philosophy class; it is of great benefit for the students to be able to place philosophy on their intellectual horizon. Learning is also more meaningful for the students, since literary texts that may have appeared in language classes, or others from the same period that can be related to those known to the students, are treated from a philosophical approach, which allows the students to construct a more complete and complex vision of the world.

#### **4.The reading of philosophical texts in Secondary Education Philosophy class**

Knowing how to read and understand a written text is one of the foundations of educational success. It is also the basis of one's work, a tool to be able to continue learning throughout our lives; and the competence of learning to learn (Stanek, 2015). Likewise, the presence of and work with the text is the basis of several subjects in the curricula of all educational stages. Philosophical texts in the philosophy or ethical values class are part of this trend. Philosophical texts, like literary texts, develop discursive competence. That is to say, they help students to express themselves correctly and effectively in their language, both in oral and written discourse (Torregoza, 2007, p. 173). Philosophical texts, together with literary texts, are the subject of reading comprehension practice. However, they are more formally demanding texts than most of the text's students work on within the language class or in other subjects.

The teacher's role is to choose texts which can contribute both to the improvement and enrichment of the mother tongue and the understanding of the philosophical problems set out in the text. Deciding how long to work with a given text depends on the students and their ability to understand the structure of the text and its philosophical issues. In addition, the philosophical text should enrich, broaden, and deepen the passive and active vocabulary of the learners (Stanek, 2015). For this reason, during the group's first contact with the text, the teacher should make sure that all words are understood.

From a practical point of view, Halina Stanek provides an outline of a successful reading of the philosophical text in the class. First, if there are words in the text that need to be explained, unknown to the students and fundamental to the understanding of the work, the appropriate preparation should be a dictionary exercise. Unintelligible words in the text are explained by the students who know their meaning, or by the teacher. The students prepare a list of specific terms that appear in the text so that they can incorporate the philosophical terms into their active vocabulary (Stanek, 2015). In this way, learners are prepared to use philosophical notions correctly and accurately.

The next step is to analyze the structure of the text; a philosopher does not present their opinions without a structured justification. Following the text, we should be able to pinpoint the main theses and separate them from the sentences that constitute their justification (reasons, premises) or play a reinforcing role (examples). In turn, assessing the degree of justification of a given thesis often requires supplementing the text with some additional premises, as the arguments presented are often enthymemes, i.e. things that are obvious in the author's opinion are omitted (Indrzejczak, 2013).

Next comes interpretation. Numerous philosophical texts are incomprehensible or simply ambiguous, sometimes this being an intended effect of the author (Indrzejczak, 2013). Particularly difficult texts are a good pretext for discussing some theoretical questions, for example, whether all interpretation is admissible and, if not, where the freedom of interpretative action should end.

The final part must be reinterpretation. Philosophical texts often have a life of their own, and successive generations of scholars read them according to the key features of their own time. A good example is the history of successive ways of reading Plato's dialogues. Philosophers' figures, such as Socrates or Machiavelli, are also subject to reinterpretation (Indrzejczak, 2013).

The scheme for working with a philosophical text in the class proposed by Andrzej Indrzejczak contains all the fundamental elements proposed by the curriculum of philosophy in Secondary Education. By following these steps, students learn to work with a philosophical text and to produce a text commentary that will lead them to success in external examinations and also in their academic future, if they choose to study a university degree in the humanities. The texts worked on in Philosophy class should undoubtedly provide a starting point for the student's knowledge not only of certain philosophical ideas but also of the culture in which the students are developing. The readings proposed in the curriculum should also help students to function in the complex contemporary world and the unknown world of the future. Texts, by creating cultural and ethical awareness, equip students with the tools to make complex life choices. Moreover, the role of the text is to teach intelligent reading, open to various interpretations and differences between them, then to differences between ways of thinking and seeing the world (Żurek, 2009, p. 6). Philosophical texts are also a tool for interpreting the students' cultural environment and life circumstances. Students in the Philosophy class learn about the cultural heritage, but also about the way of functioning in society, they acquire an open-minded position that accepts different ways of seeing and interpreting the reality around us.

### **5. Tips for students while facing Philosophical text**

Artur Szutta, a philosopher at the University of Gdańsk, shares some tips for students to approach philosophical texts with an attitude that facilitates the success of the attempt (Szutta, 2015). The teacher, before introducing the text in the class, could prepare the group based on the following tips.

According to Artur Szutta, reading a text begins with a question, a problem, around which the efforts of the author of a book or article are focused. Before embarking on a journey through the pages of a philosophical book, it is important to calm down, to take one's mind off distractions and to think. The philosopher advises looking far away, through the window, even trying to look through the wall, imagining that the wall disappears for a moment and reveals the unknown space. Space is also given for our mind to gather momentum, like a machine that is about to take flight. This first step, done carefully and consciously, helps to grasp the problem, to understand why it is worth examining and also helps to arouse curiosity about the argumentative thread of the text (Szutta, 2015). A philosophical text, as we have already mentioned, is more difficult than other texts familiar to students. It requires greater concentration, and it is also advisable to call up the stream of consciousness to minimize the distractions produced by our minds. Step one is to turn away from music with lyrics and the mobile phone. A successful reading of such a text should take place in conditions that facilitate the approach to it.

During the reading, Artur Szutta reminds students that they should not be rushed and should not be carried away by the desire to get through as many pages as possible in a short time. The words of the text, the philosophical notions, conceal much more than is apparent from a literal reading. Each sentence refers to a series of concepts and thoughts, resonates with associations, and references other words, and thoughts, sometimes in an extremely subtle and barely perceptible way. Haste, as the philosopher asserts, makes us blind to these subtle suggestions, and prevents us from following them in thought. Such suggestions allow us to arrive at deeper meanings and deeper understanding, something that can be lost in haste. That is why, in fact, after each thought (a paragraph), we should stop and reflect.



While reflecting, let us do nothing, at most, we can recall the question and carefully observe what is presented to the mind. In the search for understanding of a philosophical text, the philosopher compares it to a ranger in the forest waiting for the beautiful sight of a deer coming out of the thicket. Unnecessary noise will drive the animal away, as will a moment of distraction, in which the ranger ponders what to have for dinner and loses the scene of the active sight. Distractions and noises of the mind blur the vision of deeper meaning (Szutta, 2015).

An unhurried and attentive reading is highly recommended when approaching a philosophical text. Moreover, texts of this kind should be read more than once. For this reason, as already mentioned in the previous sections, for a secondary school class, it is advisable to choose text fragments of small volume. Students interested in the text will be able to access it in its entirety, but the average student will not be frightened off and will enjoy their passage through the Philosophy course.

Artur Szutta explains that as we immerse ourselves in reading and reflection, we move deeper and deeper into unfamiliar terrain, which he compares to the thicket of an unknown forest in which it is easy to get lost. The same happens with a difficult text, one can lose one's bearings despite one's concentration. Hence the following advice: organise in your imagination an overview of the whole, of the goal to which the text is directed, of the individual steps, of the associations, of the successive questions and the way they intertwine. Sometimes we will come across extremely difficult thoughts, which we feel as if we are crashing into them, unable to grasp their meaning. At this point, it is important not to lose patience, but to stop again and reflect. The philosopher advises you to use your imagination, try to look at the concepts contained in the sentence, turn them over in your head, look again and wait patiently. If the text is very demanding and the network of connections between the concepts studied is dense, the philosopher advises taking notes and making drawings or diagrams to facilitate understanding. Finally, we will come to understand the text to discover an answer or, more likely, new questions (Szutta, 2015).

The philosopher advises not to despair when faced with difficult texts. The advice to take notes and make drawings or diagrams need not apply only to more complex texts. Underlining, jotting and annotating in an outline makes working with the text much easier. We should inculcate in students from their first readings of philosophical texts the habit of underlining, annotating and outlining; it is beneficial for both students and teachers. Students will know how to respond to the teacher's questions and will find it easier to find the ideas to be discussed during the analysis. Teachers will waste less class time while students search for the answer in the text or give up participating in the activity by saying "I don't know, teacher".

## 5. Conclusions

Working with text in the philosophy class is of crucial importance for students' development. Working with text strengthens students' linguistic and social skills and gives them the tools to learn how to learn. Philosophical texts, in addition to conveying the ideas studied in the class, enrich the vocabulary of the students and help them to gain precision in expressing themselves. The texts chosen for the philosophy class should be short and contain the essence of the problem to be dealt with in the session. The texts to be worked on in the philosophy class can be either purely

philosophical or literary, if possible, by authors already known to the students. Philosophical knowledge should complement the knowledge that students learn in other subjects so that they obtain a complete vision of reality in which they can appreciate the complexity of the world around us.

Secondary school teachers should provide tools for working with a philosophical text and inculcate good reading habits: calm the mind before starting to read, avoid distractions, read calmly, reread the text until the structure and main ideas are understood, underline, make notes and diagrams while reading, interpret the text in terms of the circumstances in which it appeared and reinterpret it from today's point of view. The philosophical text can be a demanding read, but the role of secondary school teachers is to ensure the intellectual development of their students, challenge their intelligence and awaken their curiosity in wanting to understand the world around them. And how better to do this than with a philosophical text?

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## **Copilot as a Beneficial Instrument to Improve English Language Speaking and Listening Skills**

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### **Abstract**

This article investigates the efficacy of Copilot, an artificial intelligence (AI) tool, in enhancing English language speaking and listening skills. Copilot stands out as a sophisticated language learning instrument offering personalized feedback and interactive practice sessions. The study aims to gauge educators' perspectives through a questionnaire focused on the use of AI tools, specifically Copilot, in language education. The research explores the perceived benefits and challenges associated with integrating such technology into language learning. The study assumes that Copilot's AI-driven features can contribute significantly to improving students' speaking and listening abilities by providing targeted feedback, facilitating real-time practice, and adapting to individual learning needs. By surveying teachers and lecturers, the research aims to identify practical insights into Copilot's implementation and its impact on language acquisition. The findings of this study are expected to shed light on the potential of AI tools like Copilot to transform language education, offering innovative solutions to longstanding challenges in teaching English as a foreign language. Additionally, the research seeks to highlight strategies for optimizing the integration of AI technologies into language learning environments, emphasizing collaborative approaches between educators and technology developers. Ultimately, this investigation contributes to the ongoing discourse on leveraging AI for language education, paving the way for informed decisions in adopting and utilizing innovative tools like Copilot to enhance language proficiency among students.

**Keywords:** Copilot, artificial intelligence (AI), English language, speaking and listening skills, personalized feedback, interactive practice,

### **1. Introduction**

In recent years, technology has increasingly become integrated into language learning and teaching practices, offering innovative tools and platforms to enhance language acquisition. One such tool gaining attention is Copilot, which presents itself as a beneficial instrument for improving English language speaking and listening skills. AI tools integration in language education shows its effectiveness and impact on learners' proficiency in spoken and auditory English comprehension.

The use of Copilot as a language learning aid signifies a shift towards more interactive and personalized approaches to language acquisition. A new language presents several difficulties when you first start. You should concentrate on improving your reading, writing, speaking, and listening skills to overcome these obstacles and broaden your language knowledge (Portakal, 2023). By leveraging features designed to facilitate speaking and listening practice, Copilot aims to address key challenges faced by language learners, such as limited opportunities for conversational practice and exposure to authentic spoken English. Through this exploration, we will investigate how Copilot can serve as a valuable resource in fostering communicative competence and fluency among English language learners. By shedding light on

the potential benefits and challenges associated with this technology-driven approach, educators and learners alike can gain valuable insights into harnessing Copilot as a tool for enhancing English language proficiency.

## **2. Research problem**

In Georgia, the limited awareness and understanding of AI tools like Copilot among teachers and lecturers have resulted in their underutilization within language education. Many educators perceive AI as unfamiliar and potentially risky, fearing that students might misuse such technologies. This apprehension stems from concerns about the misuse of AI tools, leading some to believe that effective AI integration could eventually replace human teachers. However, these fears overlook the transformative potential of AI in education. When utilized thoughtfully and purposefully, AI instruments like Copilot can complement and enhance traditional teaching methods, offering personalized support and feedback to students. Rather than viewing AI as a threat, educators in Georgia can embrace these tools as valuable resources that empower both students and teachers, enriching the learning experience and preparing students for the demands of a technology-driven world. By fostering a deeper understanding of AI and its educational benefits, teachers can unlock the full potential of these innovative tools to foster language proficiency and cultivate critical thinking skills among students.

### **Research questions**

What are the primary factors contributing to the lack of information and understanding of AI tools, particularly Copilot, among teachers and lecturers in Georgia?

How do educators' perceptions of AI's potential risks and benefits influence their attitudes toward integrating AI tools like Copilot into language education?

What strategies and educational interventions can be implemented to enhance educators' knowledge, confidence, and readiness to effectively use AI tools like Copilot in language teaching, while addressing concerns about misuse and potential job displacement?

### **Research objectives**

To raise educators' awareness and understanding of AI tools, particularly Copilot, through targeted educational initiatives and workshops.

To identify and address educators' perceptions and concerns regarding the risks and benefits associated with AI tools in language education.

To promote the effective integration of AI tools like Copilot into language teaching practices, emphasizing collaborative approaches between educators and technology developers.

## **Chapter 1. Literature review- Using Microsoft Copilot in Education**



Traditional teaching approaches have undergone a substantial transformation in recent years due to the integration of technology into language learning contexts. The copilot system is one such cutting-edge tool that has drawn notice and is intended to improve speaking and listening in English. According to Kaelin (2024), Microsoft Copilot is an AI product that combines the strength of massive language models with internal enterprise data produced by the Microsoft Graph and Microsoft 365 apps, and Muchmore (2024), defines Copilot as a conversational chat interface that enables you to input text prompts for images to be created, send emails and summaries, and search for specific information. According to Rebelo (2024), Copilot is a collection of novel features that integrate large language models (LLMs) with currently available Microsoft products:

Windows 11

Bing Search's AI Chat

Microsoft Edge

Microsoft 365 apps (Word, Excel, PowerPoint, Outlook, Teams)

Carter (2024), argues that "Microsoft Copilot, or just "Copilot," is the AI assistant created by Microsoft to support users in various parts of the Microsoft ecosystem". Microsoft Copilot, according to Patrizio (2024), is an AI-powered solution designed mainly to provide Microsoft 365 users with automation tools for Word, Excel, PowerPoint, Outlook, and Teams. Warren (2023), asserts that Copilot is more than a simple chatbot. Microsoft is progressively developing the AI helper it has long imagined while Ortiz (2023), writes that "Microsoft's Copilots are the tech giant's artificial intelligence (AI) companions". Batt (2023), claims that Microsoft Copilot is an AI-based assistant that is a cutting-edge solution that helps users with their daily duties. The term "Microsoft Copilot" has been around for a while, but each time it seems to mean something different, according to Sobolewski-kiwerski (2024). He attempted to clarify that a Copilot is an AI assistant that is integrated into Microsoft services and other apps, enabling you to use it as a helping hand when working or creating. Additionally, he explains that Microsoft Copilot has a variety of specialized AI helpers, such as Bing Chat and Bing AI. Among Microsoft's AI-powered assistants, this one is the oldest and has features similar to ChatGPT. A query was posed by Sobolewski-kiwerski (2024), regarding Microsoft Copilot's use of ChatGPT. The answer is in the affirmative. The most sophisticated of these two is an AI-powered chatbot that can converse with you like a human, respond to inquiries, provide suggestions, and help you with a variety of other activities. It is artificial intelligence that has been educated using sizable multimodal and linguistic models. This indicates that although it hasn't had access to web searches, it has been taught using big datasets and human interactions. However, Batt (2023), argues that the primary distinction is that Copilot is conversational AI, meaning it can communicate with humans in real-time. For the best outcome, the author also provides a variety of ways to communicate with your copilot.

More Precise

More Balanced

More Creative

In "More Precise" mode, Copilot maintains a rigidly professional tone, delivering information clearly and straightforwardly, akin to a detailed bullet-point list when asked about cats. On the other hand, the "More Balanced" mode strikes a friendlier tone, mixing scientific insights with engaging fun facts about cats. Meanwhile, in "More

Creative" mode, Copilot adopts a more imaginative approach, expressing admiration for cats and advocating for their care alongside presenting fundamental facts about these fascinating animals. Each mode caters to varied preferences in tone and style, offering a versatile conversational experience.

According to Gralla (2024), although Copilot is primarily a text-based chatbot, it offers more than simple text interactions. One notable feature is the ability to integrate images into your conversations, which can greatly enhance its utility when used effectively. Gralla (2024), outlines seven key methods for maximizing Copilot's usefulness:

Firstly, selecting the appropriate chat mode is crucial. Secondly, you can utilize Copilot to generate a summary of a web page. Thirdly, Copilot can assist in drafting initial content. Fourthly, integrating images into your conversations is possible and beneficial. Fifthly, it's important to discern and address any misleading information provided by Copilot. Sixthly, users should verify content for potential plagiarism by Copilot. Lastly, Gralla (2024), suggests removing the Copilot icon from the Windows taskbar. These strategies collectively offer a comprehensive approach to leveraging Copilot effectively. Gorringer (2024), describes Microsoft Copilot as Microsoft's specialized AI assistant designed to elevate user interaction within the Microsoft and Windows ecosystems. Operating primarily as a chatbot akin to OpenAI's ChatGPT, Copilot demonstrates the ability to comprehend and interpret user inquiries, delivering pertinent and precise answers in response. This functionality underscores Copilot's role in augmenting user experiences throughout Microsoft platforms. According to Kieller (2024), Copilot is integrated into Teams, enabling it to generate summaries of emails, chats, and documents related to specific topics within a business chat. For instance, users can interact with Copilot to inquire about recent developments on a project from the previous day. Furthermore, Warren (2024), highlights Copilot's presence in Teams, particularly useful for summarizing meetings that were missed or joined late. This functionality extends to Outlook, where Copilot can summarize email threads and even draft responses in various tones and lengths. Copilot's comprehensive capabilities within Teams and Outlook demonstrate its versatility in providing real-time insights and aiding in productivity across different Microsoft platforms. Nield (2023), claims that Microsoft designed Copilot intending to "boost your creativity and efficiency," operating similarly to Bing's chatbot, capable of generating a wide range of content from travel advice to original poetry. If you're new to generative AI, you can easily experiment by asking Copilot to create a short poem, a cover letter introduction, or text for an email to a colleague. When initiating a new chat, users have the option to select from conversation styles like More Creative, More Balanced, or More Precise, allowing them to adjust the level of imagination reflected in Copilot's responses, akin to Bing Chat on the web.

Walia (2023), states that Microsoft Copilot is a superb AI helper that boosts output. It functions in two main ways and is regarded as one of the most sophisticated productivity tools on the market today. To begin with, it helps users with common office programs including Word, Excel, PowerPoint, Outlook, and the Power Platform. Second, Microsoft has incorporated "Business Chat," which enables users to start actions across all Microsoft 365 apps with natural language prompts, using LLM technology.

Carter (2024), asserts that Microsoft introduced Copilot Pro to offer enhanced capabilities to everyday users of their generative AI application. This upgraded experience includes priority access to the latest AI models, starting with OpenAI's GPT-4 Turbo, which represents the forefront of OpenAI's cutting-edge technology. Users can also switch

between different AI models to optimize their experience based on their unique requirements. Copilot Pro consolidates the AI experience across the web, PC, apps, and smartphones, integrating seamlessly into Word, Excel, PowerPoint, Outlook, and OneNote. Moreover, Carter (2024), presents that it enables AI image creation through the Designer tool, formerly known as Bing Image Creator, providing 100 boosts per day, landscape image formats, and improved image quality. While Copilot Studio is not available on the Pro plan, users gain access to Copilot GPT builder, empowering them to develop custom Copilot solutions tailored to specific topics using a straightforward series of prompts.

Education in computer science and software engineering could undergo a radical change with the introduction of AI-based programming tools like Copilot. Through a partnership between GitHub and OpenAI, Copilot adds machine learning models to the coding process, providing integrated development environments (IDEs) with real-time code completions and recommendations. To better understand the value of GitHub Copilot in educational settings, this research study will look at how it affects pedagogical approaches, student learning results, and the growth of computational thinking abilities. According to research by Liao et al. (2021), AI-driven tools like Copilot can improve student engagement and help them comprehend programming topics more deeply by allowing them to experiment directly and receive rapid feedback. Similar to this, research by Smith et al. (2022), shows how GitHub Copilot encourages student collaboration by allowing them to discuss coding difficulties as a group and exchange best practices instantly. This review seeks to provide insights into the advantages, difficulties, and implications of GitHub Copilot for computer science education by synthesizing the body of literature on the subject of education. Wermelinger (2023), claims that Copilot poses issues with pedagogy and academic honesty because it is readily available to students. Teachers must be aware of Copilot's capabilities to modify their instruction for AI-powered programming aids. Ajay Bramhe (2024), states that as artificial intelligence is advancing more quickly than in the past, you may be thinking how to use these tools in the classroom to save time and effort. The world's educators are advancing in their understanding of artificial intelligence (AI) and finding it to be a useful tool in their job. When generating lesson plans, quizzes, and personalized content for students, artificial intelligence (AI) can help you save time.

A more recent technological advancement, generative AI is a special kind of AI that concentrates on producing original material. Generative AI allows you to create new text, images, audio, and code. It does this by deriving patterns from the data that already exists and by comprehending the meaning and context of language. This gives you fresh chances for creativity, customization, and content production. Verifying generative AI for accuracy is crucial since this technology generates fresh information, particularly in the educational space. According to Bramhe (2024), Microsoft Copilot is an application that can aid you in the classroom by using generative AI. You can improve student learning, save time, and differentiate instruction with Copilot. You can quickly and simply design lesson plans, tests, rubrics, and other classroom tools for students of any skill level using Copilot.

Microsoft conducts five practical methods that make using Copilot in the classroom easier for pupils to pick up languages.

Personalized learning

Brainstorming

Lesson planning

Provide feedback

Get quick answers

Microsoft Copilot offers a range of valuable functionalities that streamline educational tasks and enhance productivity. One key benefit is its support for personalized learning, allowing educators to tailor content, feedback, and guidance to meet students' unique needs and preferences. Copilot also serves as a versatile tool for brainstorming, and facilitating the generation of new ideas for activities, lesson plans, and supporting materials. In lesson planning, Copilot assists by suggesting activities, resources, and assessments aligned with specific learning objectives, enabling educators to save time and ensure instructional coherence. Moreover, Copilot simplifies the feedback process by helping draft initial comments and ideas for student work, which can then be customized and refined by instructors. Additionally, Copilot functions as an efficient information resource, providing quick answers to queries and supplying links to relevant content sources for further exploration and evaluation.

It has been demonstrated that integrating Microsoft Copilot into the classroom greatly improves student learning and student outcomes. This artificial intelligence (AI) application is a great resource for teachers because it helps with class preparation, material creation, and student feedback in real-time. Teachers may devote more time and energy to teaching and student involvement because of Copilot's capacity to come up with creative ideas and recommend pertinent resources. Additionally, Copilot encourages participatory learning with its conversational interface, giving students a safe space to hone their speaking and listening abilities in a foreign language. Teachers can maximize their efficacy as teachers and design dynamic, student-centered learning experiences that support academic success and proficiency improvement by utilizing Copilot's capabilities.

### **Implementation of Copilot Systems in Language Learning**

The utilization of copilot systems in language learning represents a promising advancement in educational technology. These systems typically employ artificial intelligence (AI) and natural language processing (NLP) to assist learners in developing their English language proficiency. According to Portakal (2024), there are several obstacles that learners must overcome when they begin learning a new language. To overcome these obstacles and advance your language proficiency, you should concentrate on speaking and listening language skills. You can communicate successfully across a variety of communication channels with each language ability. You can also practice and engage in exercises to enhance each language skill. You can use AI technologies to increase your language skills effectively, efficiently, and easily instead of depending on conventional approaches.

Implementing Copilot systems in language learning represents a transformative step towards enhancing students' proficiency in speaking and listening skills. Copilot systems, powered by artificial intelligence (AI) and natural language processing (NLP), as mentioned Bramhe (2024), offer personalized support and feedback to learners, creating an interactive and adaptive learning environment. By integrating Copilot into language classrooms, educators can leverage its capabilities to facilitate immersive language practice, address individual learning needs, and optimize instructional strategies. One key benefit of incorporating Copilot systems in language learning is their ability to provide personalized

learning experiences. These systems analyze students' language patterns and comprehension levels, offering tailored exercises and feedback to address specific learning gaps. For instance, Copilot can identify pronunciation errors and suggest targeted practice activities to improve students' speaking clarity. This personalized approach helps learners progress at their own pace and develop confidence in their language abilities.

Jennifer O and Dodd M. (2024), argue that Copilot systems serve as invaluable tools for language educators in lesson planning and content creation. Educators can utilize Copilot to generate innovative ideas for language activities, conversation prompts, and interactive exercises. Copilot's AI capabilities assist in drafting lesson plans that align with curriculum objectives and engage students effectively. This streamlines the preparation process for educators and ensures that language lessons are engaging and aligned with pedagogical goals. Apart from providing individualized instruction and lesson planning, Copilot technologies enable real-world language usage and communication exercises. Learners can have meaningful conversations with Copilot through simulated conversational encounters, and they can get immediate feedback on how they are producing language. In a safe and encouraging setting, learners can improve their fluency, comprehension, and conversational abilities through this interactive experience that simulates real-life communication events. Because of Copilot's flexibility and responsiveness, students can strengthen their speaking and listening abilities outside of the classroom by practicing on their own.

### **2.1. Benefits of Copilot Systems for English Language Skills**

Implementing Copilot systems in language education offers numerous benefits for improving English language skills, particularly in speaking and listening proficiency. These AI-driven tools serve as virtual language companions, providing personalized guidance, feedback, and interactive learning experiences. One significant advantage of Copilot systems is their ability to enhance speaking fluency by offering real-time pronunciation correction and language modeling during conversational practice. Learners can engage in simulated dialogues with Copilot, receiving immediate feedback on intonation, stress patterns, and grammatical accuracy, which accelerates language acquisition and builds speaking confidence. According to Smith (2023), Copilot enhances productivity by providing real conversation. Orap (2023), argues that Copilot systems contribute to the development of listening skills by offering a range of interactive listening exercises and comprehension activities. Learners can engage with authentic audio content, such as podcasts or dialogues, and Copilot provides comprehension checks, vocabulary assistance, and context-based explanations. This immersive listening practice helps learners improve their auditory discrimination, comprehension of natural speech, and ability to extract meaning from spoken language, which are essential components of effective communication in English. According to Torrent et al., (2023), another notable benefit of Copilot systems is their role in promoting learner autonomy and personalized learning. These systems adapt to individual learner needs and preferences, offering tailored exercises, vocabulary suggestions, and language practice based on proficiency levels and learning objectives. Learners have the flexibility to practice English skills at their own pace, accessing resources and feedback that cater to their specific areas of improvement. This personalized approach fosters motivation, engagement, and self-directed language learning, empowering learners to take ownership of their language development journey.

### **2.1.1. Leveraging Copilot for Improved Speaking Abilities**

Generating tailored feedback, focused practice, and engaging learning opportunities, Copilot systems can dramatically improve language learners' speaking. By offering targeted practice, interactive learning opportunities, and personalized feedback, the use of Copilot systems in language instruction can greatly improve students' speaking proficiency. Leveraging natural language processing (NLP) and artificial intelligence (AI), Copilot provides language learners with a virtual language partner to aid in the development of their communicative competence, fluency, and pronunciation. The ability to receive real-time feedback while speaking is a major advantage of utilizing Copilot to enhance speaking. To provide them with rapid corrections and ideas for progress, Copilot evaluates learners' pronunciation, intonation, and grammar during simulated conversations. Learners can improve their speaking abilities more quickly and efficiently with the aid of this immediate feedback.

According to Eshraghian (2024), Copilot facilitates targeted practice activities that focus on specific aspects of speaking proficiency. Learners can access a variety of speaking exercises, such as role-plays, presentations, and dialogue simulations, designed to reinforce speaking fluency and confidence. Copilot adapts these practice activities to learners' proficiency levels, ensuring that they receive appropriate challenges and opportunities to develop their speaking abilities progressively. This targeted approach to speaking practice enables learners to address their weaknesses and build upon their strengths, leading to noticeable improvement in their overall speaking competence.

Bird (2023), claims that Copilot fosters authentic language use through interactive conversational interactions. Learners can engage in meaningful dialogues with Copilot, discussing various topics and receiving language support as needed. This interactive conversational experience mirrors real-life communication scenarios and helps learners develop conversational skills, such as turn-taking, topic development, and expressing ideas coherently. Copilot's conversational interface encourages learners to actively participate in language production, leading to increased fluency and communicative effectiveness. Russell Smith (2023), emphasizes that Copilot systems empower educators to design engaging speaking activities that encourage active participation and collaboration among learners. By utilizing Copilot, educators can generate conversation prompts, discussion topics, and debate themes aligned with language learning objectives. Copilot's AI capabilities assist in structuring speaking activities across various contexts like debates, presentations, and group discussions, promoting language development and boosting learners' confidence in using English for communication purposes. Furthermore, Novet (2024), highlights Copilot's role in supporting learners in acquiring pronunciation skills through targeted practice and modeling. Learners can utilize Copilot to practice challenging sounds, stress patterns, and intonation through guided exercises and repetition drills. Copilot's speech recognition technology provides accurate assessments of learners' pronunciation, enabling them to monitor progress and identify areas needing improvement. This focused approach to pronunciation practice aids in developing clear and intelligible speech, crucial for effective communication in English-speaking environments. Together, Copilot's features facilitate comprehensive language development, enhancing both speaking skills and pronunciation proficiency among learners.



Utilizing Copilot to enhance speaking skills, students can benefit from a transforming language learning experience that includes interactive dialogues, targeted practice, individualized feedback, and interesting speaking exercises. Through immersive and adaptive learning experiences, Copilot's AI-driven capabilities enable learners to improve their English language proficiency, pronunciation, and communicative competence. Teachers may build dynamic, student-centered classrooms that promote speaking proficiency and give students the confidence to communicate in a variety of linguistic circumstances by implementing Copilot into language education. Copilot systems have the enormous potential to transform language learning and help students meet their speaking objectives efficiently and competently as technology develops.

### **2.1.2. The Impact of Copilot on Listening Skills**

Language learners benefit greatly from the inclusion of Copilot systems in terms of their ability to improve listening skills. With the use of natural language processing (NLP) and artificial intelligence (AI), Copilot provides students with a dynamic platform where they may interact with real-world speech and get tailored feedback. The capacity of Copilot to offer interactive listening activities that mimic actual communication situations is a significant factor in its influence on listening abilities. Depending on their level of skill, learners can interact with a variety of audio content, including lectures, interviews, and discussions. By providing vocabulary assistance, comprehension assessments, and contextual explanations, Copilot improves listening comprehension by assisting students in understanding spoken language and honing their auditory processing abilities.

Schlager (2022), discusses how Copilot improves listening skills by tailoring learning experiences to individual needs. The AI system analyzes learners' listening performance, adjusting difficulty and content accordingly. This personalized approach ensures appropriate challenges and targeted support where needed, with adaptive feedback mechanisms reinforcing skills through immediate corrections, encouraging learners to refine comprehension abilities over time. Similarly, TJ Devine (2024), highlights Copilot's role in promoting active engagement in listening practice through interactive features. Learners can participate in dialogues, role-plays, and comprehension exercises, not only improving listening skills but also enhancing language production and communicative competence. This interactive approach encourages learners to actively participate in learning, boosting motivation and retention of language skills.

Also, Schlager (2022), contends that Copilot's influence on listening skills extends beyond conventional language learning contexts to aid academic and professional communication. Learners benefit from accessing specialized listening materials aligned with their academic or professional interests, such as scientific presentations, business negotiations, or academic lectures. Copilot assists in grasping specialized vocabulary, discourse structures, and contextual nuances, preparing learners for success in environments where strong listening skills are crucial. Correspondingly, according to TJ Devine (2024), Copilot plays a significant role in enhancing listening skills by fostering confidence and reducing anxiety associated with language listening tasks. The supportive and non-judgmental nature of Copilot encourages learners to practice listening without fear of errors. Learners can replay audio, ask questions, and receive personalized feedback, which builds confidence in understanding and responding to spoken language. This

newfound confidence positively impacts listening performance and contributes to a more favorable attitude toward language learning overall.

Copilot has a profoundly positive effect on listening skills by providing students with creative and practical methods to develop their auditory comprehension skills. Language learners' hearing skill is improved by Copilot's interactive listening exercises, personalized feedback, adaptive learning experiences, and support for specific listening circumstances. Copilot systems generate dynamic and engaging language learning environments by utilizing AI and NLP technology. This helps learners become adept listeners who can comprehend and interact with spoken language in a variety of circumstances. Copilot systems have the enormous potential to transform language teaching and provide students with the tools they need to confidently and successfully meet their language learning objectives as long as technology keeps developing.

### **2.1. Research methodology**

This study employed a mixed-methods approach involving online surveys and questionnaires to investigate educators' awareness, perceptions, and readiness regarding AI tools like Copilot in language education within the context of Georgia. Qualitative research is on investigating and interpreting non-numerical aspects of human experiences and actions, whereas quantitative research emphasizes numerical data collection and analysis to comprehend phenomena (Creswell, 2014).

The first phase of the study involved the development of an online survey aimed at assessing educators' current knowledge, attitudes, and experiences related to AI tools in language education. The survey will include questions designed to gather demographic information, gauge familiarity with AI technologies, and explore perceptions regarding the benefits, challenges, and potential risks associated with using AI tools like Copilot. Following the survey phase, a structured questionnaire will be administered to a subset of participants identified through the survey to gather more in-depth insights. The questionnaire will delve into specific aspects such as educators' concerns about AI misuse, their perceptions of AI's impact on teaching roles, and their preferences for training and support in integrating AI tools effectively into language teaching practices.

The data collected from both the survey and questionnaire was analyzed using descriptive statistics to quantify educators' responses and thematic analysis to identify recurring patterns, themes, and trends in their perceptions and attitudes toward AI tools in language education. By employing this mixed-methods approach, the study intended to provide a comprehensive understanding of the factors influencing educators' readiness to adopt AI tools like Copilot, as well as inform the development of targeted interventions to promote effective integration and utilization of AI technologies in language education settings in Georgia.

## **2.2. Research methods**

This study utilizes a literature review, which is a valuable tool for gaining a profound understanding of the topic. After completing the survey phase, a portion of the participants will be chosen to take part in more detailed structured questionnaires. These questionnaires will be conducted online. Both quantitative and qualitative data obtained from the survey and questionnaires will be analyzed using appropriate statistical methods for quantitative data and thematic analysis for qualitative data. The analysis will aim to identify patterns, themes, and correlations within educators' responses, providing valuable insights into the factors influencing their readiness and perceptions towards AI tools in language education.

By employing online surveys and structured questionnaires, this study intended to capture a comprehensive understanding of educators' perspectives towards AI tools like Copilot and inform the development of strategies to enhance the integration and utilization of AI technologies in language teaching practices in Georgia's educational landscape.

## **2.3. Research ethics**

The information and responses gathered from the participants in this research were treated with utmost confidentiality and used solely for this study. All data collected through the online survey questionnaires will be securely stored and accessible only to the research team involved in the study. Participants' identities will be kept confidential, and any personal information shared will be anonymized to ensure privacy and confidentiality. The data obtained will be used exclusively for the analysis and reporting of findings related to educators' perceptions and attitudes towards AI tools like Copilot in language education settings in Georgia. Ethical considerations and data protection protocols will be strictly adhered to throughout the research process to uphold the confidentiality and privacy of participants' information and responses.

## **2.4. Research limitation**

Despite the valuable insights gained from this study, several limitations should be acknowledged. One notable limitation is the participants' potential lack of familiarity with using AI tools like Copilot in language education settings. Due to the relatively emerging adoption of AI technologies in educational contexts, some participants may have limited knowledge or experience with AI tools, which could influence their responses and perceptions. Another significant limitation is the potential financial constraints associated with implementing AI tools in educational institutions.

## **3.1. Participants**

The participants in this study consist of 36 English language teachers and lecturers from both private and public schools in the cities of Tbilisi, Rustavi, and Tskaltubo, as well as private and state universities in Tbilisi and Kutaisi, Georgia. Men made up the remaining participants, with women making up about 90%. These participants will be selected to represent a diverse range of educational settings and institutions across Georgia, encompassing both urban and semi-urban areas. All participants will have a professional background in teaching English language courses at various levels within their respective institutions, ensuring a comprehensive representation of educators involved in language education.

### **3.2. Procedure**

The research journey proved to be captivating, with participants' opinions offering a comprehensive insight into their attitudes and awareness of the research topic. This process spanned approximately one month, during which each participant's responses were meticulously analyzed.

### **3.3. Results and analysis**

After interviewing the participants and examining their answers, the study produced some fascinating results.

Q1. Almost 90% of the participants were female, while approximately 10% were male.

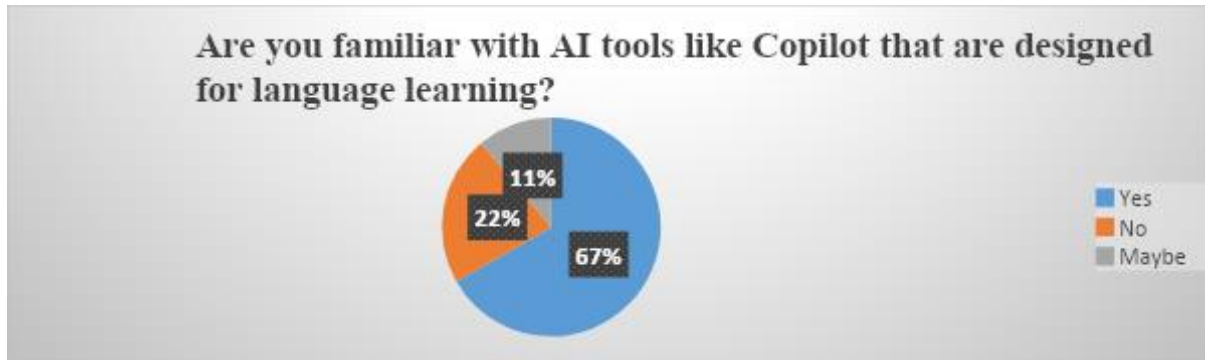
Q2. The majority of participants, comprising 60%, fell within the 31-40 age bracket. Around 30% were between 41-50 years old, and 10% were in the 20-30 age group. None of the participants were over the age of 50.

Q3. Research revealed that among the participants 10% are employed in state universities, 35% in private universities, 25% in public schools, and 30% in private schools. This breakdown highlights the diverse range of educational institutions represented within the participant group.

Q4. The participants' experiences as teachers are valuable. Thirty percent have one to five years of experience, and over thirty percent have six to ten years. Of the participants, about 25% have been teachers for 11–15 years, and just 10% have been teachers for more than 15 years.

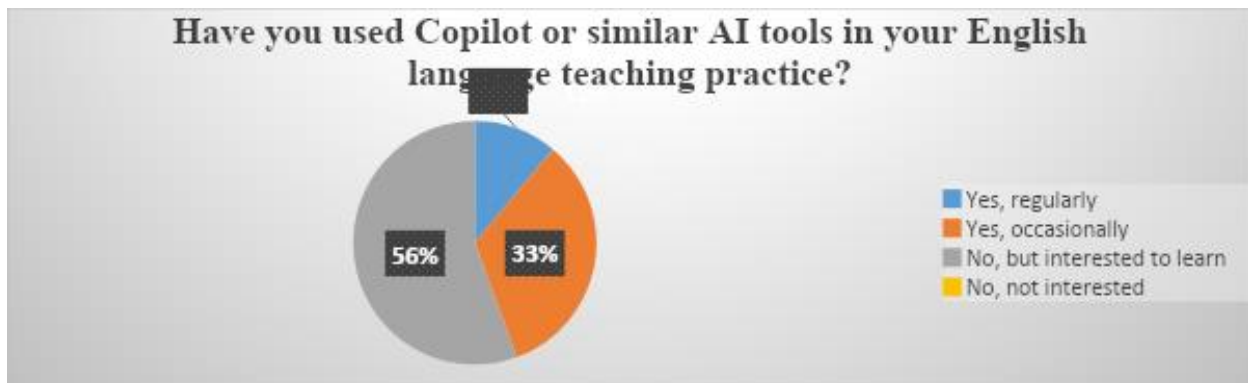
Q5. Answer from participants to the question "Are you familiar with AI tools like Copilot that are designed for language learning?" More than 65% percent indicated familiarity, little over 20% said they knew nothing about copilot, and the remaining respondents were unsure. This suggests that educators have a limited understanding of using AI tools and need more deep knowledge.

Figure 1. Are you familiar with AI tools like Copilot that are designed for language learning?



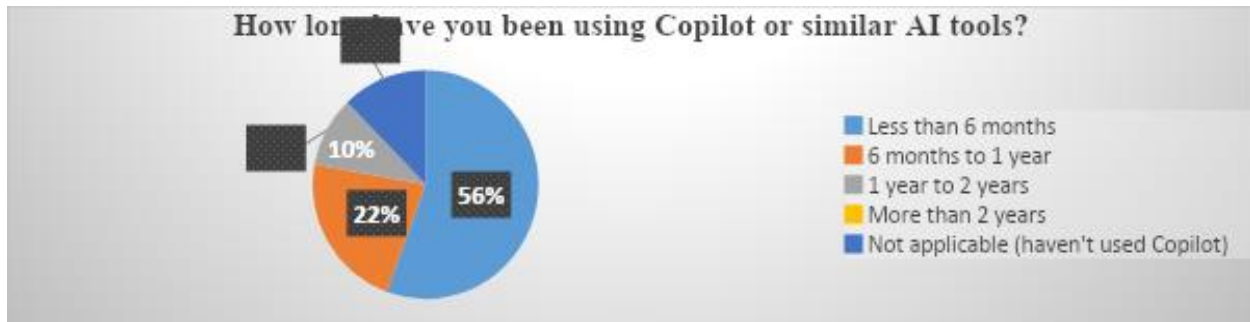
Q6. When asked about their use of Copilot or similar AI tools in English language teaching practice, participants responded with varied perspectives. Approximately 11.1% reported using these tools regularly, while 33.3% indicated using them occasionally. Interestingly, the majority, comprising 55.6% of respondents, expressed interest in learning more about these AI tools despite not having used them yet. Notably, no participants indicated a lack of interest in exploring these technologies further. This survey highlights a notable openness and curiosity among educators toward integrating AI tools into their teaching methodologies.

Figure 2. Have you used Copilot or similar AI tools in your English language teaching practice?



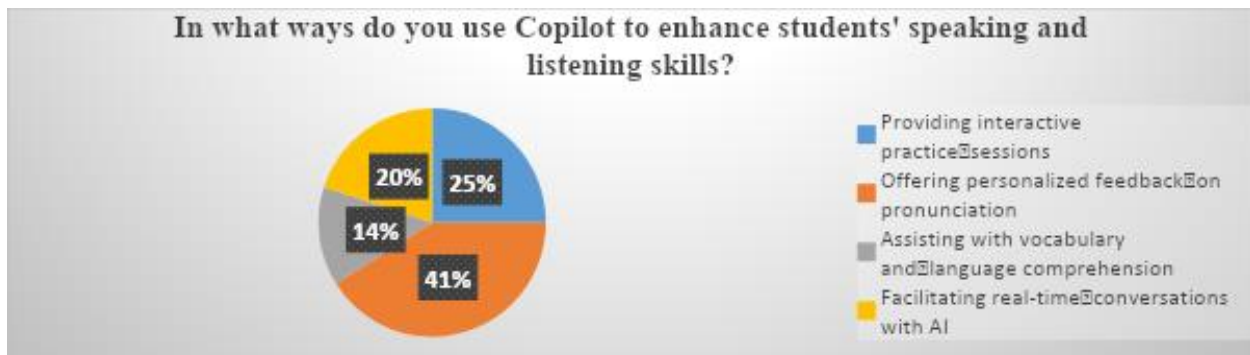
Q7. Insightful answers were obtained when participants were questioned about how long they had been using Copilot or other AI applications. Indicating a recent embrace of AI technology in their teaching practice, the majority of 55.6% said they had been utilizing these tools for less than six months. Furthermore, 10% claimed utilizing these tools for one to two years, and 22.2% stated using them for a period of six months to a year. Remarkably, some respondents said that since they haven't used Copilot or comparable AI solutions, the question didn't apply to them. This distribution shows how different instructors' experiences and involvement with AI tools are.

Figure 3. How long have you been using Copilot or similar AI tools?



Q8. Participants shared various ways they use Copilot to enhance students' speaking and listening skills. Approximately 25% of respondents highlighted providing interactive practice sessions as a key method, fostering engaging and participatory learning experiences. A significant 41% of participants use Copilot to offer personalized feedback on pronunciation, aiding students in refining their spoken language abilities. Additionally, 14% of respondents utilize Copilot to assist with vocabulary acquisition and language comprehension, supporting students' overall language development. Furthermore, 20% of educators leverage Copilot for facilitating real-time conversations with AI, providing students with opportunities for interactive speaking practice. These diverse approaches demonstrate the versatility of Copilot in supporting language learning and communication skills in educational settings.

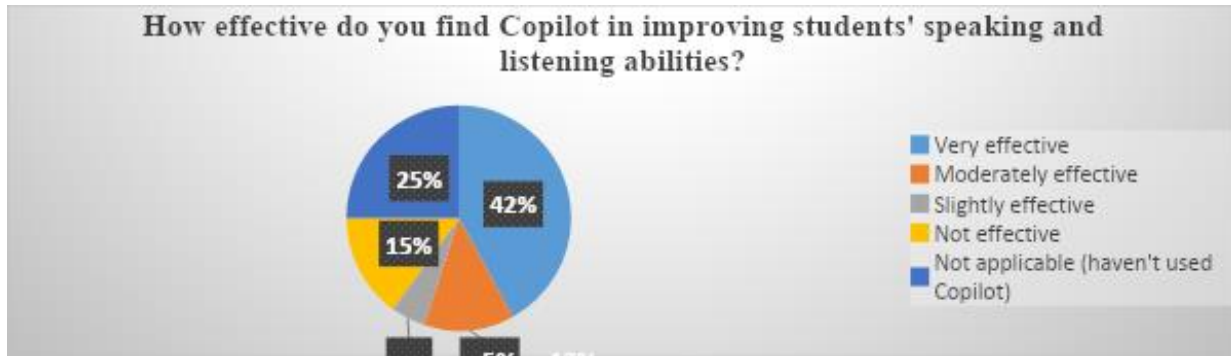
Figure 4. In what ways do you use Copilot to enhance students' speaking and listening skills?



Q9. Diverse viewpoints were expressed by the participants regarding Copilot's efficacy in enhancing students' speaking and listening skills. Nearly 80% of respondents thought Copilot was extremely good at improving these skills, which suggests high satisfaction and a favorable effect on student learning outcomes. Furthermore, Copilot was rated as somewhat successful by 13% of respondents, indicating a significant but less obvious influence on speaking and listening abilities. Five percent of participants said Copilot was just marginally effective. Merely 1% of participants stated that Copilot was ineffective for this objective. Finally, 1% more people indicated that the question did not apply to them because they had no prior Copilot experience. Overall, these findings highlight that educators deliberate Copilot supports students.

Figure 5. How effective do you find Copilot in improving students' speaking and listening abilities?





Q10. Participants identified several primary benefits of using Copilot in language teaching. Firstly, Copilot assists learners by providing real-time feedback, suggesting corrections, alternative phrasings, and vocabulary improvements as students write or speak, which helps in correcting mistakes and improving language proficiency. Secondly, Copilot engages learners in conversational interactions, allowing them to practice language skills realistically through dialogues, role-plays, or language exchanges. Thirdly, Copilot draws upon a vast database of language patterns, exposing learners to a wide range of vocabulary and sentence structures. Additionally, Copilot's accessibility anytime, anywhere, makes it a convenient resource for learners lacking immediate access to teachers or native speakers. Moreover, Copilot adapts to individual student needs by offering personalized exercises and explanations tailored to proficiency levels, interests, and learning pace, thereby enhancing language learning effectiveness. Despite these benefits, some participants noted that Copilot's pricing and accessibility might pose limitations for certain educational institutions or individual students, potentially hindering widespread adoption due to subscription structures and cost issues.

Q11. Participants highlighted several challenges or limitations encountered when using Copilot in language teaching. Firstly, ensuring the accuracy and correctness of Copilot's suggestions was identified as a primary challenge. While Copilot is capable, it may occasionally offer incorrect or inappropriate language recommendations, particularly in nuanced or complex contexts. Secondly, Copilot may struggle to grasp the specific context of learners' language needs, resulting in less relevant or overly general responses. Thirdly, Copilot's responses sometimes lack the nuanced understanding and adaptability that human teachers possess, particularly in scenarios requiring subtle language nuances or cultural context. Additionally, learners' potential overdependence on Copilot's suggestions was noted as a challenge, hindering critical thinking and problem-solving skills in language learning. Lastly, access to Copilot and similar AI tools depends on internet connectivity and technical infrastructure, posing challenges in areas with limited internet access or outdated technology. These challenges reflect considerations educators face when integrating AI tools like Copilot into language teaching practices.

Q12. All respondents expressed a positive interest in receiving training or professional development sessions on effectively integrating AI tools like Copilot into their teaching practices. This unanimous response underscores educators' eagerness to enhance their pedagogical skills and leverage innovative technologies to support student learning. Such training sessions would likely empower educators to maximize the benefits of AI tools in language teaching, ultimately contributing to enriched classroom experiences and improved student outcomes.

Q13. In response to the question of what resources or assistance the participants would need to maximize the use of Copilot in their teaching, a variety of responses were made.

Reliable internet access and appropriate devices are essential for optimizing the use of Copilot in teaching.

Educators expressed a need for more knowledge and information on using Copilot effectively during lessons.

Training sessions to learn how to use Copilot, understand its consequences, and integrate it into teaching were highlighted as necessary resources.

Access to more information about Copilot, including its features and financial support for implementation, was requested by respondents.

Participants emphasized the importance of training to use AI tools intelligently, allowing teachers to automate tasks like generating exercises and providing model answers. This support can save time and enable more individualized instruction and feedback in language teaching.

#### **4. Conclusion and recommendation**

The introduction of Copilot technologies signals the beginning of a revolutionary period in language learning, characterized by increased student independence and teacher efficacy. With the help of Copilot's cutting-edge features, students may take charge of their language learning process and participate in customized activities and immersive experiences that encourage ongoing development. This move toward self-directed learning fosters critical communication skills that are essential for success in both the classroom and the workplace in English-speaking settings, in addition to motivation and engagement. Additionally, Copilot technologies transform conventional language education by giving teachers the effective tools they need to create engaging, customized classes. Educators can maximize teaching efficiency by utilizing AI capabilities, emphasizing personalized support and relevant language exercises. By promoting communicative competence and fluency, this partnership between technology and pedagogy equips students for a variety of linguistic settings and demands in global communication.

According to the research, the primary reasons for the lack of information and understanding of AI tools like Copilot among teachers and lecturers in Georgia may include limited exposure to advanced technology, insufficient professional development opportunities, and cultural factors influencing attitudes toward educational innovation. Educators' attitudes toward AI's risks and benefits significantly impact their willingness to integrate tools like Copilot. Positive perceptions can lead to embracing AI for personalized learning and enhanced student engagement, while concerns about job displacement or misuse may lead to hesitancy or resistance. To address educators' knowledge gaps and concerns, targeted professional development programs should be implemented. These interventions can focus on providing hands-on training, promoting collaborative learning communities, and emphasizing the role of AI tools as complements rather than replacements in language education. Additionally, open dialogues and clear communication about AI's benefits and ethical considerations can build confidence and readiness among educators to effectively utilize tools like Copilot.

Thus, three are incredibly helpful recommendations for educators Invest in Continuous Professional Development (CPD)-Teachers and lecturers in Georgia can benefit from engaging in ongoing training and workshops focused on AI tools in education. Institutions and education departments should offer comprehensive CPD programs tailored to the specific needs of language educators.

Promote Collaborative Learning Communities-Encourage educators to participate in communities of practice where they can share experiences, best practices, and concerns related to AI integration in language education.

Emphasize AI's Role as an Educational Complement- Educators should be informed about the supportive role of AI tools like Copilot in language teaching. Highlight how these tools can enhance personalized learning experiences, provide instant feedback, and free up time for personalized student interaction.

Facilitate Ethical Discussions and Awareness- Address educators' concerns about AI's potential risks and ethical considerations through structured discussions and awareness-building activities. Focus on ethical guidelines for AI use in education, emphasizing responsible implementation and safeguarding against misuse.

The incorporation of Copilot technologies enhances language learning environments by providing a dynamic platform for the development of holistic skills and encouraging a culture of language competency and active involvement. As we embrace the possibilities of AI-powered learning tools, Copilot is a significant development that will enable students to achieve their goals of language competence and prosper in a globalized society.

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## **Education in Times of Turmoil: A Critical Examination**

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### **Abstract**

In the last several years, our world has been struck by turmoil after turmoil non-stop. First, the pandemic. Then, the Russo-Ukrainian war moving into the active phase of a full-scale invasion by the Russian Federation, which in turn rekindled the risks of mass starvation in Africa. Now, the pause from the Middle Eastern crisis has been lifted. It's needless to say that every aspect of our lives has changed: politics, science, culture, and mentality, but most importantly, the fundamental principle that puts the word "civil" in civilization - education. The main tool which is supposed to nurture new generations and assist them in the betterment of society, as well as provide them with opportunities that their predecessors never had. This will be the main topic of this paper: education and examples of how it is manipulated by various regimes in order to fuel absurd wars, how one can spread spurious and ostensible claims with impunity, and lastly, to show the potential catastrophe that awaits the Republic of Georgia based on current political steps taken by the government, the steps which suspiciously serve to expedite the same process that had happened in Russia. Through the control of sources of information, one always has a covert influence over education. While one might think that labeling NGOs has nothing to do with how the educational system works, we should keep in mind that education is not just a form of schooling based on the Prussian model of classrooms with 30 students. No, it is a very complex structure in the informational era that we live in.

**Keywords:** Education, politics, mentality, turmoils, influence, control

### **1.Introduction**

Are turmoils caused by weaponized education, or is it education that gets weaponized due to the turmoil? It is not without reason that a paper on this topic has emerged. In the last few years, we, as a society and citizens of all countries, have been living in a constant state of creeping anxiety. This anxiety has intensified to such an extent that the contrast between now and 15 years ago is strikingly clear. Particularly after the Russian invasion of Ukraine, we wake up every day to see a polarized world. Constant news about violence, war, and disasters has become a significant part of our daily news intake. Now, each new international conflict creates a sense of impending doom, evoking fears of a potential third world war.

What is the most vulnerable aspect of society in times like these? As it was in Germany in the 1930s, the same is true now: our educational establishments and the concept of education itself are under constant threat of exploitation. When political leaders, governments, and regimes overtake sources of knowledge and information—such as schools, universities, libraries, and media/internet—they curb the enormous potential of each individual for the benefit of their



narratives.

This is perfectly exemplified by the Russian Federation, where the Duma has reintroduced "Life Safety" lessons, which essentially militarize the youth by teaching them how to handle guns. Furthermore, these classes are followed by "Important Lessons" (Урок о Важном), which focus explicitly on World War II and highlight specific examples of soldiers and veterans on the frontlines. After discussing Soviet soldiers, they move on to those who fought in Ukraine. Notably, these lessons are taught by returning soldiers themselves. In addition, the Duma has recently introduced a new reform that includes "Chastity" classes.

„Girls should be instilled with the understanding that their purpose in life and their calling from the Lord is to be the keeper of the hearth and, to the best of their ability, to be obedient to their husbands. We should provide an example not of Eve reaching for the forbidden apple but of the Virgin Mary” says Nikolai Burlaev, the vice head of „Civil Development” committee of the State Duma.

„Boys must be taught that they are defenders of their Motherland, their family, and their wife, whom they must protect. They need to be taught respect for women and the value of chastity. The current lack of these teachings is a disaster and a crime of the state against future generations” He adds.

Many recent statistics and various research studies have highlighted the most pressing issues in the Russian Federation. These include low birthrates, high immigration, and a significant portion of the population living below the poverty line. These characteristics are "uncomfortable" for a regime striving to maintain power for as long as possible. Instead of addressing these problems in a civil manner, they attempt to solve them through ineptitude.

“Before moving to our theoretical argument, we must first understand the conundrum faced by authoritarian leaders in deciding whether and how much to invest in education. Based on much of the work described above, it would seem that authoritarian rulers have little incentive to invest in education, which is apt to undermine their rule. Indeed, as some have previously argued, education is typically underfunded in authoritarian regimes. However, authoritarian rulers must weigh the potentially destabilizing impact of education versus a plethora of factors that influence their grip on power.” (Howard S. & Clayton L. 2013) By using crude and primitive measures, such as teachings of chastity, they expect their citizens to multiply quickly to replenish the obvious lack of "fodder"—individuals who would willingly lay down their lives for the "Motherland" immediately after finishing school and "Important Lessons." This situation leads to a conundrum. Such a system enables Russia to sustain its wars and, consequently, contributes to global turmoil. Therefore, the question "Are turmoils caused by weaponized education or is education weaponized due to turmoil?"—which one might logically ponder—remains unanswered.

### **„Narrative Machine”: Methodology of Social Manipulation**

With control over the narrative, the moral compass of society becomes vulnerable. Concepts of simple good and bad become vague, degrees arbitrary, and definitions blurred. This is how Putin’s regime has justified the carnage it caused in Ukraine, painting it as a righteous war to this day.

This narrative serves as an absolute truth in Russia's current reality, and to question it means to declare oneself as

undesirable and an enemy of the state.

Since 2012, following the failed "Snow Revolution," Putin has tightened his grip on society's access to alternative sources of information. He has demonized not only domestic political or non-political entities (such as NGOs) but also neighboring countries. Interestingly, just several years prior, he described one of these nations as a sovereign state, denouncing any attack against them as barbaric. Finally, in the next several years Russian regime emerged to the fullest by establishing the „Culture of Silence“. Nothing describes the appalling state of decaying society better than this sentence: „In the culture of silence, the masses are mute, that is, they are prohibited from creatively taking part in the transformations of their society and therefore prohibited from being “(Paulo F. 1985).

Nationwide indoctrination of all social classes has become a mundane routine, akin to eating breakfast in the morning or buying bread at the store. Reading the Kremlin's reality, seeing the Kremlin's reality, breathing the Kremlin's reality, and living in the Kremlin's reality completely usurp real life, forcing Russian citizens to exist in a virtual reality. Consequently, this creates a distorted national identity. “The state’s vision of being a patriot has moved from a more inclusive and civic-oriented (to be a good ‘stand-up citizen’) view towards a more militarized and exclusive one” (Eemil M. & Margarita Z. 2021).

What's most important is that, although it may seem like Russia has aggressive and total control over all aspects of education and information, it's not as apparent as it was in the German Reich or the USSR. They maintain the illusion that people are still in control and can even "dislike" the government (as long as it's within the confines of their homes and in silence). It's a unique technique. The Kremlin doesn't require blind followers and zealots to support the regime. Instead, it needs citizens who don't particularly approve of the government but channel all their ire and anger towards other sources, such as Ukraine, which has conveniently been presented to them as a fascist state encroaching on their sanctity, like Germans in 1941. “Citizens tend to separate their lack of approval of the government’s actions from general support and pride in their country” (Jussi L. 2021).

Certainly, this phenomenon is not exclusive to the Russian Federation and its citizens; it is a symptom and a disease that has afflicted many nations over the last two centuries, and it is likely to occur many times in the foreseeable future. Terrorist organizations and states alike employ similar methods. In any country where the population lacks power over its own destiny, control inevitably falls into the hands of a select few, who then treat the country as their own property.

## **2.Conclusion**

How can this situation be addressed? As history has shown us, the approach depends on the stage of degradation that the state has reached. In Russia, citizens missed the chance to take control in 2012, and from that moment, their fate was sealed to experience the same misfortunes that citizens of Soviet republics underwent before the 1990s. Eventually, the outcome will be the same as it was for the USSR.

That scenario may apply to countries that have already gone too far down the path of degradation. However, for countries with democratic or semi-democratic systems, the responsibility lies with society, especially those whose careers involve teaching. Teachers and lecturers must resist the pressure imposed by upcoming regimes on their

establishments. As Polish educators have demonstrated, even in the direst of times such as during German and Soviet occupations, they raised generations in "underground" schools who constantly questioned and protested against the communists. Adaptation is an inherent quality not just of humans, but also of education itself. It has demonstrated this resilience through many perils, as seen in Poland's history and more recently during the COVID-19 pandemic. Education evolves and finds ways to tenaciously continue its processes. And teachers possess the greatest weapon of all—themselves—and all they need is the courage, like any other human, to use it.

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- Jussi L. (2021) *An Unattainable Ideal: Youth and Patriotism in Russia*

**Literature and Law Integrate each other in their Noble Missions***Ezz-Eldin M. Hussein, Ph.D. Student***Abstract**

Integrating is one of the common features of life. Integrating in male, female, right, left, proton, electron, positive, negative, black, and white ...etc. One of the closest relationships of integration is between literature and law. Moreover, it might be law in literature and literature in law. The most important examples of such a prestigious relationship were represented in Charles Dicken's *The Bleak House*. Shakespeare's *The Merchant of Venice*, Upton Sinclair's *The Jungle*, and Chimamanda Ngozi Adichie's *Americanah*. The impact of these works was tremendous, where it has surpassed all the levels by making fingerprints still living to the moment. The impact has changed the face of life. Just a few years after the publication of *The Bleak House*, the judicial system in the UK has been drastically changed. New divisions between the courts and tools of enforcement of the law, new specialized court jurisdiction have emerged and launched.

**Keywords:** literature in law, law in literature, *The Bleak House*, *Americanah*, *The Jungle*

**1.Introduction**

Life is a comprehensive package given to us. In dealing with life, we cannot divide one activity from the other. Integrating is one of the common features of life. Apparently, we can see evidentially in positive, negative, male, female, black, white, day, night, proton, electron, and every part of life there are couples (Trachtman, 2013). Therefore, in science, we might find fiction in science and science in fiction, law in literature, and literature in law.

It is a fact that we have already seen in the scientific fiction writings represented by the gifted and imaginative writer and author Jules Verne. In science, never to be purely science only, human impact is always there, in every field there is sharing from another. Such close relationships between sciences, imagination, literature, law, philosophy, economics, politics, law...etc. Amongst many writings and transcripts, it is clearly found such a close relationship between literature and law (Verne, 2010).

**2.Lawful Issues Expressed in A Literary Style**

Literature is the vehicle by which we express our thoughts and ideas. In fact, the objective of literature is not only to entertain people and provide leisure time to enjoy but also rather to be a mirror through which we can see a better view of our community, actually and in the real picture. Great literary works were shining lanterns lighting greatly over history. In every corner of the world, east and west, north, and south, we have witnessed unique literary works changing the face of life. Charles Dickens has managed to portray the personality of Tulkinghorn of the *Bleak House*, the leading attorney

of the Chancery Court, as wicked and evil always antagonists to resolve or to help. Dickens wrote the Bleak House in the spirit of criticizing the judicial system and protesting its status quo.

Undoubtedly, works, for instance, like The Bleak House by Charles Dickens have completely changed the judicial system. It has focused on the endless adjournment of the will lawsuit in front of the court for about half of a century. In a very eloquent language, Charles Dickens managed to highlight how much paradoxical linguistics perplexed the court and paralyzed the whole system to interpret and execute the will for about fifty years. The main issue in the Bleak House is hitting the judicial system. Dickens was aware of the problems of delaying and delaying the cases in front of the Chancery court.

The impact of Bleak House was amazing. It resulted in separation in the ruling of cases and enforcement of the law. Yes, in the old system, the Chancery Court was assigned to oversee all the cases, inheritance, wills, and disputed works. In the new legislation, the system has made divisions related to inheritances, criminal, disputed works, and commercial lawsuits. It helped to accelerate judging to be decided in a very short time. The novel is still an inspiring work to change, it is a bell that rings with triumph and joy that left things better than before. The literature posted on justice and social reform as well. It is the noble mission that enriches our lives to be a life of quality and happiness instead of a life of agony and tragedy. Yes, it is one of the literary masterpieces of the nineteenth century.

On the other hand, we might refer to one of the elegant works of Shakespeare. Merchant of Venice is a drama that revealed the close link between literature and law. Yes, there was a bond between Antonio and Shylock by which Antonio borrowed three thousand ducats from Shylock. According to the bond, if he failed to pay on the due time, Shylock would be eligible to fulfill the bond by taking a pound of flesh from Antonio's body. In a very surprising trial, Portia was able to turn the table over Shylock. She, who was being represented as a lawyer, accused Shylock of assassinating and trying to kill Antonio by cutting a pound of flesh from his body.

The impact of the Merchant of Venice helped to change the law of Rome. Nobody dares to make a bond to forfeit a part of the body of the debtor. The impact made it as a crime and trial of killing somebody by taking a part of the flesh from somebody. The main defense in Portia's defense is to forfeit the loan by taking a pound of flesh from Antonio's body. The bond was canceled from the trade agreements and completely omitted from any other deal afterward. It is the glory and triumph of literature when adopting the cause of justice and human rights.

In our streamlined efforts to underpin the role of literature in enhancing the law's noble missions, we might add one of Upton Sinclair's masterpieces, the Jungle. It is, by all means, the most self-explanatory example of the literary works that drastically and directly impacted the law. Upton Sinclair worked as a disguised person in the slaughterhouse of Michigan state in America, for six weeks. He wrote The Jungle on what he had typically and actually exercised and seen amid the work in the slaughterhouse.

When The Jungle was published in 1906, Theodore Roosevelt the President of America at that time asked Upton Sinclair about his novel and its incidents and narrations. Upton Sinclair answered the President that everything mentioned in the novel is completely a true picture of what is going on in the slaughterhouse. The President sent an investigation committee

to verify the situation and found everything true. Accordingly, after a few years of publication of the novel, the President submitted a draft of two legislations to Congress. The first one resulted in issuing the Pure of the Food and Drugs Act. The second one was about the Meatpacking Act. The Jungle was the torch that led to justice and a new healthy system helping the public.

Moreover, the Jungle addressed the issue of the work system and the very conditions in which the immigrants were working. "I aimed at the public's heart, and by accident, I hit it in the stomach." (Sinclair, 1906). It tackled all the crucial issues of social justice and social reform. In fact, the Jungle was a loud roar against discrimination and inequality in dealing with people. The agonies of the immigrants have been profoundly expressed and publicly announced in the novel. It was considered that the right arm helped better to not only change the law but rather change the social system.

The Jungle changed the law and the conception of dealing with people working in unsanitary conditions. It helped to change the environment into a healthy environment caring about the laborers and the public as well. Two important laws have been issued and are still valid up to date. The food and Drug Authority was established as a result of the Pure Food and Drug Act. Moreover, the act of the meatpacking industry.

It is worth mentioning one of the most impressively impacting novels. It is Chimamanda Ngozi's *Americanah*, the novel that strongly hits the issues related to human beings as humans, no difference between black and white. As quoted from *Americanah*, "The only race that matters is the human race" (Adichie, 2013, p.12). Chimamanda, in her masterpiece novel, addressed the black-and-white issues, the discrimination based on race, gender, and color. It is a cross-border novel where it navigates with the leader towards equality, human rights, human respect, and woman empowerment across Nigeria, the UK, and the USA.

The most wonderful impact of *Americanah* is recognition and more empowerment extended to women. "Race is totally overhyped these days, black people need to get over themselves, it is all about class now, the haves and the have-nots" (Adichie, 2013, p. 11). It is apparently in Obama's regime as regards the medical care reform. The policy named after him is called, "Obama medical care". More care and attention were given to the blacks and the immigrants as well. The more movies explicitly watched on TV giving more rights to blacks in general and enhancing equality and social reform in particular. Chimamanda advocated creating a globe of understanding, equality, recognition, human respect, and tolerance. Racial discrimination on any basis is rejected and hateful. The world of Chimamanda appreciated man for his humanity and woman for her gender the soft one who to be respected and recognized as well.

### 3. Conclusion

All the literary works mentioned above were of both social, humanitarian, and legal value adding. In the Dicken's *Bleak House*, it was a loud roar against the judicial system. Accordingly, a few years later witnessed a drastic change in the judicial court system helped better to provide the immediate facilitation of justice and shortened the time of litigation in front of the courts. As for Shakespeare's *Merchant of Venice*, it had impacted the bonds and agreements, where nobody dared later set an article in a bond of agreement enabling him/her to settle the debit by a part of somebody's flesh.



The amazing result of the outcome resulted in Upton Sinclair's *The Jungle* was the amendment of legislation. According to *The Jungle*, Theodore Roosevelt sent an investigation committee to verify the incidents narrated in *The Jungle*. The committee found that all the incidents were true. The President introduced drafts of the Pure Food and Drugs Act and the Meatpacking Act. The congress approved both, and according to the Food and Drugs Act, the authority of the food and drugs has been established FDA is one still handling its job to the best benefit and satisfaction of the public. It is one of the fantastic features attained by one of the socialist writers who was claiming for a public cause (De Gruson, 1988).

Chimamanda's *Americanah* helped to create a world of integrity, humanity, and equality eliminating racial discrimination (Adichie, 2013). Moreover, it enhanced to shape minds of the leaders and activists. "Blaine kissed her, his face wet with tears, he held her tightly as though Obama's victory was also their personal victory" (Adichie, 2013, p. 17). Obama, the US President confirmed that *Americanah* has influenced him most of all. *Americanah* was the cultural cause in which all ideas and thoughts crossed on to express loudly liberty, integrity, equality, identity, and recognition.

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**Gender as A Cultural Construct**

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**Abstract**

Gender is a complex component of culture, it includes a wide range of beliefs, norms, values, behaviors and is related to gender identity, which is more than biological sex. Within the framework of culture, several main components of gender will be considered, particularly- gender roles, which include expectations of society regarding people of different sex, and expectations determined by different cultures. In the perception of gender identity, cultural beliefs and norms also play a big role, it can be expressed in language by lexical-grammatical means, using metaphorical or artistic ways.

The article discusses gender as a complex component of culture, gender identity and roles, various stereotypes that shape views, expectations, gender expressions, and socialization norms in the English and Georgian linguistic reality.

The presented analysis confirms that in different cultures there are diverse ways of gender expression, which are accompanied by views or assumptions about the characteristics, abilities and behavior of individuals according to their gender stereotypes. The paper reviews stereotypes that are deeply embedded in cultural narratives, media representations, and everyday discourse. The article discusses gender stereotypes, which can have a profound impact on individuals' self-perception, social interaction, and opportunities, reinforce inequality, and limit the range of acceptable gender expression in society. The article affirms that these components of gender in culture are interconnected and mutually reinforcing, shaping individuals' experiences, identities, and interactions in society. Cultural beliefs and practices related to gender are dynamic and change over time in the context of social attitudes, power dynamics and cultural values.

**Keywords:** gender, culture, stereotypes, identity

Gender is a complex component of culture, it includes a wide range of beliefs, norms, values, behaviors and is related to gender identity, which is more than biological sex. various stereotypes that are connected to gender shape views, expectations, gender expressions and socialization norms in the English and Georgian linguistic reality. Different components of gender in culture are interconnected and are reinforcing, shaping individuals' experiences, identities, and interactions in society.

The development of linguistics in the second half of the 20th century, the emergence of anthropocentrism as a paradigm enriched gender studies with new approaches. Since then, the terms gender, gender in linguistics, gender stereotypes and others are frequently heard. The term "gender" is relatively new, although scientists were interested in issues related to it much earlier. The term "gender" was originally the property of biology, but as the modern scientific paradigm developed, gender became one of the most insignificant determinants of social life and culture. The socio-cultural essence of gender lies in the various speech acts and linguistic units that are determined by the gender factor and are characteristic of the

communicating man and woman. Gender is a combination of the social roles and function of men and women in a certain cultural (social, economic, political and cultural) climate. Gender includes the set of social and cultural norms that society ascribes to people based on their biological sex. Gender is a complex component of culture that includes a wide range of beliefs, norms, values, behaviors and practices and is associated with masculinity, femininity and other gender identities. Within the framework of culture, several main components of gender are considered:

**Gender Identity** - Gender identity refers to an individual's inner sense of being male, female, a mix of both, or neither. It is a person's self-concept, their innermost aspect, and may or may not match the gender assigned to them at birth.

Gender identity in linguistics refers to the ways in which language reflects, constructs, and expresses gender. It includes various linguistic features such as grammatical gender, metaphorical gender, gender pronouns and gendered language (Jones, 2016).

**Gendering in speech** - Linguistic cues such as pitch, intonation and speech patterns can also be gendered. Sociolinguistic research has shown that individuals may change speech patterns (such as voice, vocabulary, or speaking style) based on perceived gender norms or their own gender identity.

**Language and identity** - Language is closely related to gender identity. Research on the relationship between language and gender identity in applied linguistics and sociolinguistics developed significantly in the 1970s. Inequality and differences between the sexes are reflected in the language and culture in which people are socialized.

Gender refers to cultural norms about what roles and identities are considered appropriate for women or men, for example- Is some trait a behavior and another feminine or masculine

**Language evolution and inclusion** - As awareness of different gender identities grows, languages are becoming more inclusive. This evolution may involve adopting gender-neutral language forms, revising grammatical structures, or developing new linguistic conventions to accommodate a wider range of gender identities.

**Gender Expression** - Gender expression includes the ways in which individuals outwardly manifest their gender identity through clothing, appearance, mannerisms, speech patterns, and other forms of self-presentation. Cultural norms and expectations of gender expression vary widely, with different cultures imposing specific codes of dress and behavior for men, women, and gender-nonconforming individuals.

**Gender Roles** - Gender roles refer to society's expectations of people of different Gender roles often determine the division of labor, decision-making authority, and social roles within families, communities, institutions, and more. Gender roles can vary greatly across cultures or historical periods.

**Grammatical Gender-Gender Pronouns** - Pronouns play an important role in expressing gender identity. Gender pronouns are linguistic tools used to refer to people, and they often reflect gender differences. Many languages have gender-marked pronouns, for example, English traditionally has binary gender pronouns (he/him for men, she/her for women), but gradually more attention is being paid to the recognition and use of gender-neutral pronouns, such as: they/them.

Many languages assign gender to nouns, adjectives, and pronouns, often categorized as masculine, feminine, and neuter. However, the correlation between grammatical gender and biological gender is not always straightforward, in the case of

metaphorical English. When the use of a pronoun in the English language violates the norms of natural gender usage, it is called metaphorical gender. The gender component in language can be used creatively, metaphorically, for example: in English, ships are often referred to as "She" and "Her". Vehicles—cars, ships, trains, and even engines—are often referred to as feminine, especially in informal contexts. For example, men speaking: "oh, your new car, she's a beauty." (Your new car, it's beautiful.) [2]

The feminization of ships is a remarkably ingrained practice, with a tradition in the English language dating back to the 14th century, according to the Oxford English Dictionary. A boat can have a "mothership" and there are also "sister ships." Even ships named after men, such as the German battleship Bismarck, are seen as feminine, e.g. "the Bismarck collided with another ship but she had no damage." In the Georgian language, pronouns do not differ by gender. Computers, robots, and gadgets - based on evidence collected by linguists, both "He" (masculine) and "She" (feminine) are used to refer to devices, although "He" is less frequently used than "She", although some dialects show a continuing trend towards masculinization of small tools: It should be noted that recently computers, computer systems, robots have been assigned a female or male identity.

Although in the Georgian language, we often use personification - a way of artistic representation, which is characterized by attributing human qualities to objects and events, humanizing inanimate and spiritual objects, the same cannot be said about the pronoun, we use the universal form.

Nationalities/Countries - European nations are traditionally personified as feminine, for example, Mother Russia, England and her colonies (Mother Russia, England and her (feminine) colonies, as well as feminine Latin names for countries: Germania, Hispania and Britannia. Personifications of nations were often used in wartime propaganda, with later male personifications such as Uncle Sam for the United States and John Bull for England.

Earth-Earth has long been associated with fertility and nurturing, our planet is often referred to as Mother Earth Animals and Little Children - Metaphorical gender can be used to remove gender from spiritual beings with biological sex, especially when the gender is unknown, such as when referring to babies and animals:

I heard you had a baby. Is it a boy or a girl?

I passed a dog in the street and it barked at me.

Children are sometimes seen as genderless, especially when spoken of in general:

a child and its environment

a scholar and his field of study

The pronoun 'it' can be used with people of any age, for example:

Who's at the door? —It's Ava.

Do you think it was Elliot who broke the vase?

Hello, it's me.

It was Jake whom I invited, not John.

Storms- In 1953, meteorologists began to name storms only by female names. In the news, the storms were referred to as She and Her US hurricanes used to be given only female names. deadliest hurricanes have distinctly more feminine names: Audrey, Camille, Diane, Agnes, Hazel, Betsy, Carol, and Katrina. However, feminist pressures beginning in the 1970s to refer to hurricanes interchangeably with male and female names, "and the pronoun 'she' has changed accordingly." with "it". Gender stereotypes are increasingly criticized, with many institutions beginning to refer to ships as neutral entities. [1]

The Chicago Manual of Style (16th ed.), as well as the Associated Press and New York Times style guides, recommend that ships be neutral. However, the Royal Navy and the US Navy continue with the old approach. In general, feminization and masculinization of inanimate objects are considered old-fashioned or poetic in English, and the practice is discouraged in official documents, newspapers, and other formal contexts.

Gender Stereotypes - Gender stereotypes are beliefs or assumptions about the characteristics, abilities, and behaviors of individuals based on their gender. These stereotypes are often deeply embedded in cultural narratives, media representations, and everyday discourse. Gender stereotypes can have profound effects on individuals' self-perceptions, social interactions, and opportunities, reinforcing inequality and limiting the range of acceptable gender expression in society. Different attitudes and stereotypes can be manifested in different language features such as vocabulary choice, syntax, semantics and discourse patterns.

1. Vocabulary selection - language reflects and reinforces gender stereotypes, particularly through vocabulary choices. Some words and expressions may be more closely associated with one gender than the other, reflecting societal norms and expectations. For example, words like "strong," "leader," and "ambitious" are often associated with masculinity, while words like "nurturant," "empathetic," and "sensitive" are associated with femininity (Lakoff, 1975).
2. Syntax and Semantics - Language structures and meanings can also reflect and reinforce gender stereotypes. For example, the general use of male pronouns (e.g., "he" as a general pronoun for both genders) may imply male normativity, while female-specific terms are often noted or treated as exceptions (Spender, 1980).
3. Discourse Patterns - Gender stereotypes can be reinforced by the ways in which language is used in discourse, including interruptions, overconfidence, and role-playing in conversation. Considering that men are more likely to interrupt the opposite sex than vice versa, their dominance in conversations is highlighted, asserting their opinions, while women are considered more cooperative, patient and less assertive (Tannen, 1990).
4. Ideologies of Gender Language- Societal beliefs and attitudes about language and gender also influence linguistic behavior and perceptions. These ideologies can influence the quality of language use and interpretation, reinforcing stereotypes and inequality (Eckert, McConnell Ginette, 2003).
5. Gender Socialization - Gender socialization refers to the process through which individuals learn and are exposed to cultural norms, values, and expectations related to gender. This process begins at an early age and is carried out through interactions with family members, peers, the media, educational institutions, and other socialization agents.

6. Gender practices and rituals - Gender practices and rituals include a culture's gender-related customs, rituals, ceremonies, festivals, cultural traditions, and everyday activities that reinforce gender norms and identities. Gender-related cultural practices and rituals often serve the purpose of social cohesion, identity formation, and the reproduction of cultural values and beliefs surrounding gender.

These components of gender are interrelated and mutually reinforcing in culture, shaping individuals' experiences, identities, and interactions in society. Cultural beliefs and practices related to gender are dynamic and change over time, reflecting social attitudes, power dynamics, and cultural values. Gender linguistics is a dynamic field that examines how language reflects and perpetuates gender identities and inequalities.

Modern approaches in gender linguistics encompass various perspectives and methodologies, including sociolinguistics, discourse analysis, and critical theory. Here are some modern approaches:

Intersectional approaches examine how gender intersects with other social categories such as race, class, and sexuality to shape linguistic practices and identities. Critical Discourse Analysis - CDA examines how language is used to construct and reproduce power relations, including gender hierarchies. Language and Gender Performance-This approach focuses on how gender is performed and enacted through language use.

Queer Linguistics- explores how language constructs and contests normative understandings of gender and sexuality.

Language and Online Communication-Researchers investigate how gender is constructed and negotiated in online communication platforms, including social media, forums, and online gaming communities.

Language and Gender in Education-This approach examines how gender influences language use and learning in educational settings, including classroom interactions and educational materials.

Gender linguistics and culture are deeply intertwined, as language both reflects and shapes cultural attitudes, norms, and beliefs surrounding gender. Here's how gender linguistics and culture incorporate:

1. Language Reflects Cultural Gender Norms- Linguistic structures, vocabulary, and usage often mirror cultural understandings of gender roles and identities. For example, languages may have grammatical gender systems that reflect societal gender hierarchies.
2. Language Reinforces Gender Stereotypes-Linguistic features such as gendered pronouns, honorifics, and occupational titles can reinforce traditional gender stereotypes and expectations within a culture.
3. Cultural Variation in Gendered Language Practices- Different cultures may have distinct linguistic practices related to gender, such as patterns of speech, politeness strategies, and expressions of masculinity and femininity.
4. Language as a Tool for Cultural Resistance- Language can be used as a tool for challenging and subverting cultural gender norms and expectations. Linguistic innovations, such as the use of gender-neutral pronouns or inclusive language, can reflect cultural shifts towards greater gender equality.
5. Language and Cultural Identity- Language plays a central role in the construction of cultural identity, including gender identity. The ways in which individuals express their gender through language are influenced by cultural norms and values.



6. Cross-Cultural Variability in Gender Constructs- Gender constructs and linguistic expressions of gender vary across cultures. Comparative studies of gender linguistics across different cultural contexts provide insights into the diversity of gendered language practices.
7. Cultural Influences on Language Change-Cultural attitudes towards gender can influence language change over time. Shifts in societal views on gender roles and identities may lead to changes in linguistic norms and usage.
8. Language in Multicultural Contexts- In multicultural societies, language reflects the intersection of multiple cultural influences on gender. Linguistic diversity within a society can highlight the complexity of gender dynamics across different cultural groups.
9. Cultural Sensitivity in Gender Linguistics Research- Researchers in gender linguistics must be sensitive to the cultural contexts in which language is used. Cultural differences in attitudes towards gender may impact the interpretation of linguistic data and findings.
10. Language Policy and Cultural Values -Language policies often reflect cultural values related to gender. Efforts to promote gender-inclusive language may be shaped by broader cultural debates and social movements advocating for gender equality.

Overall, gender linguistics and culture are deeply intertwined, with language serving as both a reflection of and a vehicle for cultural understandings of gender. Understanding the complex interplay between language, gender, and culture is essential for comprehensively analyzing gendered language practices in diverse cultural contexts.

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## Web-resources

- [1] <https://www.history.com/news/why-hurricanes-and-tropical-storms-were-only-named-after-women>
- [2] <https://www.antidote.info/en/blog/reports/metaphorical-gender-english-feminine-boats-masculine-tools-and-neuter-animals>

## **Teaching the Present Continuous Tense through Multiple Intelligence Theory at Elementary Schools**

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### **Abstract**

The article deals with Gardner's Theory of Multiple Intelligences in the process of teaching English, in particular, in teaching the Present Continuous Tense in elementary grades. Despite the 21st century, when the Internet gives us a lot of opportunities to learn languages easily, it is still a challenge for teachers to teach the tenses of the English language to the pupils, which will be productive and pupils will not get confused. In particular, we focus on teaching the present continuous tense which remains a challenge for Georgian pupils, since the verbs of the present continuous and present simple tenses are translated in the same tense in the Georgian language.

The article aims to show the role of the Multiple Intelligence Theory in teaching present continuous tense as a teaching tool. The basic idea is that the teacher can use different activities that will target the intelligence of school students. The innovation of this method is that we give teachers a guide on how to use different activities through all types of intelligence. The activities given to the teacher will have some guidelines that can be made easier or more difficult to suit the level and age of the pupils. The use of the mentioned method in teaching will be quite productive. In this way, students develop language competencies such as fluency and accuracy, according to their abilities, such as musical, kinesthetic, linguistic, etc. This teaching method activities increase pupils' motivation and develop their ability to interact and be involved in different ones.

**Keywords:** Multiple Intelligence Theory, Present continuous tense, Primary grades, activities, method, teacher

### **1. Introduction**

The idea that people differ in intelligence has been around for a long time. The study of intelligence comes from ancient times. Like many other scientific disciplines of today, psychology and psychological concepts are rooted in ancient Greek philosophy. Ancient philosophers did not use the term "intelligence" specifically; however, they must refer to the same thing with us by using terms such as "mind, intellect, reason, or consciousness" (Gençten, 2018).

There are many definitions of the word intelligence in dictionaries, but we prefer to rely on the definition of Oxford Learner's Dictionary that "The intelligence is the ability to learn, understand and think in a logical way about things; the ability to do this well". We agree that there are many different types of intelligences, which people differ in their learning styles, abilities, and aptitudes. Our source of inspiration was the famous scientist Howard Gardner's Theory of Multiple Intelligences. According to Gardner (1983), there are seven intelligences: verbal-linguistics, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal and intrapersonal. Later Gardner (1996) added the eighth naturalistic intelligence (Davis, K., Christodoulou, J., Seider, S., Gardner, H., 2011).

The article focuses on the present continuous tense, with which most textbooks begin the English tense study system in Georgia. It is very difficult for a teacher to teach all students English tenses without mixing them up. This issue is one of the challenges for both, teachers and students. Our proposed method is based on the theory of multiple intelligences. The material below allows the teacher to adapt to the individual student's interest, to make the lesson student-centered and productive.

## **2. Literature review**

2.1. In the book "Cambridge Handbook of Intelligence" authors Katie Davis, Joanna Christodoulou, and Scott Seider agree with co-author Howard Gardner's opinion that "human talents and intelligences are so much more than the old I.Q. tests had shown. It is no longer a question of how intelligent people are; it is of how their intelligence works". Gardner's ideas of intelligence show us that children learn differently. Theory suggests that "instead of relying on one form of curriculum, schools should offer individualized education so that curriculum meets the needs of each child" (Davis, K., Christodoulou, J., Seider, S., Gardner, H., 2011).

2.2. In her book "The Multiple Intelligence Theory in English Language Teaching" Anna Svava Solmundardottir notes that "Multiple Intelligence Theory can be applied in the English language classroom, meeting different students with different needs". She highlights that she has created a theme-based series of English language lesson plans based on the Multiple Intelligence theory. She explains "how the theory affects students as well as portraying the benefits of adapting it to the English language classroom" (Solmundardottir, A.S. 2008).

2.3. As Thomas Armstrong mentions in his book "Multiple Intelligences in the Classroom", "Now more than ever, we need to embrace a philosophy of education that recognizes the diversity of our students. There's never been a time in U.S. education when we were so in need of a differentiated and personalized approach to learning that gives voice to all students and engages them with the curriculum". Armstrong chooses to use terminology that more clearly and directly reflects the essential nature of each intelligence, as follows: word smart, logic smart, picture smart, body smart, music smart, people smart, self-smart, and nature smart (Armstrong Th., 2018).

## **3. Methodology**

Many methods are used in the process of teaching English. The theory of multiple intelligences like no other allows teachers to use many existing activities in the teaching process or to come up with his/her ideas by observing the abilities and motivation of the students. In primary grades kinesthetic, visual, and musical activities are especially productive, allowing students to absorb material unconsciously and imprint it in long-term memory. In today's world, technology allows us to create a lot of fun and interesting activities for school students in which technology will be used. However, we tried to give a combination of activities about present continuous tense that requires a little time for the teacher to prepare, can be changed according to age (easier or more difficult), are fun, productive, and involves each pupil (work is carried out individually, in pairs and groups). As Anna Svava Solmundardottir writes "It is important that students know how to work in both ways. Group work requires cooperation between the students and encourages social interaction. It is good for the students to know how to work in a group because can reflect real life and prepare them for that" (Solmundardottir, A.S. 2008).

The article presents several activities. Each activity can be carried out directly according to the teacher's decision. Teachers can use the activities listed below in primary grades for several purposes, such as learning and revising the present continuous tense or using the activity as a brainstorming tool. The time is determined by the teacher according to the student's skills, speed, motivation, and needs.

The activities suggested below are taken from the experience we have gained in the process of teaching English both at school and at university. We've tried to provide you with a collection of the best activities that we've used over the years in our teaching practice. Activities that stood the test of time were both interesting and fun for individual students as well as group workers regardless of which intelligence they had developed more.

### **3.1. 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 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 off (Taylor 1992, p. 49). The aim of civic education should be not only to teach citizens about responsibility, 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 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 off (Taylor 1992, p. 49).

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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 off.

This method can be integrated within the class material at school while teaching the present continuous tense or used as an extracurricular activity. As mentioned above the activities presented below could be used in primary grades according to pupils' strengths and level in the English language. When the teacher decides to conduct the activities proposed by us in the classroom, it is first of all desirable to know the essence of this theory and to be sure which intelligence he/she has more developed, to be able to explain, prepare, lead the activities and simplify, complicate or change the independent activity according to the needs of the students. We would like to write down the stages step by step. We have looked at the surveys offered by various researchers and have mainly relied on Laura Candler's "Multiple Intelligence Survey for Kids". We agree with the author about the fact that the student may have developed some intelligence as the teachers themselves, but this does not mean that the student will not be able to be active or the teacher will not be able to conduct the activity. We offer our interpretation of this survey. The original version can be seen on this webpage (Internet resource 1).

Step 1. The following questions can be used by the teacher in several ways to determine which intelligence is dominant in the classroom and later try to offer activities suitable for this intelligence to the pupils. Logically, the positive answer of the students means a greater development of this or that intelligence. Questions can be asked through the well-known activity "Find someone who..." in the methodology. The original version of this activity can be found on this webpage (Internet resource 2). Teachers should use a small questionnaire in the native or English language to identify students' positive answers. The questions have to be prepared by the teacher in advance. Below are the questions that may be used in a jumbled order.

Find someone who...

Visual/Spatial (can create a simple drawing in gadget devices, can sculpt simple things, can draw);

Verbal/Linguistic (can memorize dates/names well, can tell stories well);

Musical/Rhythm (can sing, can play at least one musical instrument);

Logical/Math (can play chess, can calculate simple things "teacher may use simple sums according to level");

Body/Kinesthetic (can stand on one foot with closed eyes for a minimum of 5 seconds, can play any kind of sport, can swim/dance);

Interpersonal (can communicate with classmates, can work in pairs/group);

Intrapersonal (can listen to teachers and classmates, can play alone);

Naturalistic (can help parents in gardening, can walk in nature for a long time).

The sequence of activities we have selected is based on many years of experience and is age-appropriate, although the teacher should adapt it according to the survey conducted. As we mentioned above in the literature review we will use the terminology of Armstrong: word smart, logic smart, picture smart, body smart, music smart, people smart, self-smart, and nature smart (Armstrong Th., 2018).

Step 2. Body Smart: In this category, people are generally skilled at physical activities such as sports or dance and often prefer activities that include movement. They may enjoy acting, dancing, touching, and gesturing, and in general, they are good at building and making things. (Armstrong Th., 2018).

In this step, we recommend doing the easiest brainstorming Miming, or Gesturing. For example, one pupil should mime the action and others guess (if somebody is dancing, pupils ask "Are you dancing?" and the answer might be "Yes, I am dancing or No, I am not dancing". The next pupil says: "She/He is dancing" etc.

The second activity "Simon Says" is quite popular in ESL teaching. Instead of the original version and phrases which may be found on the webpage (Internet resource 3) teacher says various phrases in present continuous tense, such as (Simon says: "I am running, jumping, dancing, swimming, drawing, etc.). This activity is fun, competitive, and memorable. Pupils listen, act, and memorize standard rules of the tense.

Step 3: Music Smart: We agree with Gardner that "People with strong musical intelligence don't just remember music easily- they can't get it out of their minds. It is omnipresent" ((Davis, K., Christodoulou, J., Seider, S., Gardner, H., 2011).

We may say from our teaching experience that our former pupils always mention that they still remember melody, words, and songs even after several years. We want to introduce our interpretation of Frere Jacques' nursery rhyme "Are you sleeping?" Below you may see the translated one in English. Bold words can be changed. Instead of the verb "sleeping" could be other, such as "running, jumping, reading, etc.". The proper name John can be changed spontaneously in class with classmates' names. Instead of the word "morning", we may say "afternoon, evening, night".

Are you sleeping? Are you sleeping?

Brother John, brother John?

Morning bells are ringing, morning bells are ringing,

Ding, dang dong, ding, dang dong. Original, translated text and music are available at the following website (Internet resource 4).

Also, we recommend "Jazz Chants" about present continuous tense, which are various on any platform such as YouTube, etc.

Step 4. Picture Smart: This intelligence deals with the ability to visualize an image. The learner is sensitive to colours, they prefer videos and pictures to words. First of all, we advise teachers, that if they have many "picture smart" students in class, it is a good idea to present grammar rules and examples through slides and videos, which are affordable in the 21st century. Also, teachers may use posters, charts, illustrations, and cartoons which will be motivating and interesting for every pupil in class. In this case, we suggest the activity, which we call "Dictate the Action". The activity is carried out in pairs. Students dictate to each other one sentence about what the person is doing. For example, "The girl is playing with a doll, the boy is running, the cat is eating, etc." Each pair imagines the actions and draws accordingly in a notebook that the pair cannot see. The number of sentences and time should be determined by the teacher. Finally, they both present their work and practice saying sentences in the present continuous tense. A version of this activity can be thought up by the teacher. For example, the teacher himself/herself has a picture with many actions and dictates to the students who present and draw. Finally, the winner can be announced.



Step 5. Word Smart: This is the intelligence that is mostly addressed to language learning. Activities that can be used according to this intelligence are somehow connected to other intelligence because we need to practice language. Dialogues, role-plays, debates, story-telling, reading, and creative writing are common for “word-smart” pupils. The teacher gives the pupils a class assignment. Students should write a simple dialogue in pairs using the present continuous tense and then present it to the class in a role-play method. A sample can also be given in advance.

Step 6. Self-Smart: It can be said that it was a challenge for us to develop an activity adapted to this intelligence for primary school pupils because this intelligence is based on emotions, reflection, and self-knowledge. People gifted with this intelligence mostly write diaries, blogs, and poems. The process of writing for elementary school children is very difficult. The easiest task that can be given to pupils is to write a small diary, where every day during a week or two, they write a few sentences about what they, their family members, friends, neighbors, and teachers do and the reminder should be that all sentences should be in present continuous tense. It is possible to decorate with pictures or photos if desired. The students should know in advance that the teacher will see their diaries.

Step 7. People Smart: “This area has to do with interaction with others. People who have high interpersonal intelligence are usually friendly and are sensitive to others’ moods, feelings and motivations” (Armstrong Th., 2018). Learners like to work in groups, take leadership roles, to get involved in social activities and organizations. This is the intelligence that is broadly used in modern language teaching. Mostly each unit has group work and group projects at the end of the books. In our case, the teacher divides the pupils into groups and gives them a group project “My Class Newspaper”, where the pupils have to meet three main criteria. The present continuous tense should be used. There should be pictures or suitable photographs and it should be presented in the form of a presentation.

Step 8. Logic Smart: People with logical-mathematical intelligence are really smart. They enjoy brainstorming, graphic organizers, pattern games, etc. For these people, we suggest famous activities which are widely used in language teaching. We recommend an activity about describing picture differences. All photos can be taken and printed out from resource 85 top “Spot the difference pictures present continuous” (Internet resource 5). The teacher has pre-printed the same pictures with minor differences. In pairs, students should find the difference and write or orally present first to each other. Images for all pairs can be the same or different. The teacher can introduce the unknown action verbs shown in the photo to the students in advance. A dialogue between students can have the form like this: “Is the boy wearing a black T-shirt? Yes, he is/No, he is not; are the girls playing with dolls? Yes, they are/No, they are not; Is the dog barking? Yes, it is/No, it is not, etc.”.

The next stage can be the use of the Venn Diagram, which is quite actively used during language teaching, especially during comparisons and differences. In pairs, students write in a Venn Diagram the similarities and differences between the two pictures and present them to the class. For example, “We found out that in both pictures boys are wearing black T-shirts; We found out that in my photo two girls are dancing and in another photo three girls are swimming, etc.” Free resources and procedures for the Venn Diagram can be seen below the mentioned webpage (Internet resource 6).

Step 9. Nature Smart: The second challenge for us turned out to be age-appropriate activities for pupils with this intelligence. In this case, the problem may be the school environment, which does not allow students to be taken

outside during the lesson. However, it is possible to organize “Field Trip or Nature Walk” at least once a year, where students will present their knowledge and use the present continuous tense by describing the environment and naming this or that action.

#### **4. Conclusion and recommendation**

In conclusion, we can say that the strategy given by us above helps both the teacher in the process of explanation and the pupils in the process of understanding and recognizing the rules in the language. The teacher has the opportunity to conduct this or that activity with as little preparation as possible, which will be productive and fun. Pupils, on the other hand, are given the opportunity to be fully engaged in the learning process, because their intelligences are considered. The material given in the article will help the teacher to cope with the challenge that we face with Georgian pupils during the teaching of present indefinite and present continuous tenses. The given activities are adapted to all types of intelligences, which will enable students to memorize the present continuous tense well. It is preferable to use formative assessment. The innovation of this method is that we give teachers a guide how to use different activities through all types of intelligences. The activities allow teachers to develop all four skills: speaking, writing, reading, and listening, along with increasing motivation and engaging the individual learner.

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## **The Role of Emotional Intelligence and Job Stress in Teachers' Performance in Private Education Schools**

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### **Abstract**

High or low quality of education is determined by teachers. Therefore, evaluating the process of learning activities is intrinsically tied to evaluating the performance of teachers. In this context, teachers' performance is influenced by two factors, one of which is emotional intelligence as an internal factor. The second is job stress as an external factor. This paper attempts to determine the role of emotional intelligence and job stress on teachers' performance. The purpose of this research was also to review the role of emotional intelligence, and job stress among managers/leaders of private schools. The overall literature review supports the research paper by focusing on emotional intelligence and job performance. The findings of this study provide many benefits to all managers/leaders (male and female) concerning how emotional intelligence can lead to better performance for schools to be stronger and have long-term success. The study also equips leaders/managers (male and female) with the best ways to improve their emotional Intelligence, particularly in multicultural private schools.

**Keywords:** emotional Intelligence, job stress, teachers' performance.

### **1.0. Introduction**

Educational systems worldwide are undergoing rapid changes and reforms, significantly impacting teachers' job performance. Understanding how to predict and enhance teachers' performance remains a complex challenge. Teaching is a profession that demands not only extensive knowledge and pedagogical skills but also considerable emotional resilience and stress management. In private education schools, where the pressure to achieve high academic standards is often intense, teachers' performance is influenced by various factors, notably emotional intelligence (EI) and job stress (Singh & Ryhal, 2023).

Emotional intelligence, which involves recognizing, understanding, and managing one's own emotions and those of others, plays a crucial role in how teachers interact with students, colleagues, and parents. Job stress, originating from factors such as workload, student behavior, administrative demands, and personal life, can adversely affect a teacher's ability to perform effectively (Quílez Robres et al., 2023).

Job stress among teachers can have far-reaching implications for their health, well-being, and professional efficacy. Stress arises from various sources, including heavy workloads, student behavior issues, lack of administrative support,

and insufficient resources. High levels of stress can lead to burnout, absenteeism, and reduced effectiveness in the classroom. Numerous studies have shown that high stress levels diminish teachers' ability to engage with students and deliver high-quality instruction (Castro-Paniagua et al., 2023).

Teacher performance, as defined by Abdillah et al. (2016), is the quality and quantity of work achieved by a teacher in fulfilling their duties and responsibilities. Effective teacher performance encompasses planning, implementing, and evaluating learning activities to produce competent students. Kurniati (2022) further highlights that performance is demonstrated through achievement and workability within an organization, emphasizing the importance of performance appraisal in setting goals and motivating future performance. In the context of teaching, job performance involves various dimensions, including instructional effectiveness, classroom management, student engagement, and professional collaboration. Jex (2002) described job performance as the behaviors employees engage in at work. Goleman (2005) asserted that EI enhances individual performance and effectiveness, while Scullen et al. (2000) emphasized the significance of job performance in organizational practices and personnel decisions. High-performing teachers not only possess strong subject knowledge and pedagogical skills but also demonstrate emotional and interpersonal competencies that enhance their ability to connect with students and colleagues. This section will define the key components of job performance for teachers and discuss how emotional intelligence and job stress influence these components (Uzair & Bhaumik, 2023).

The relationship between emotional intelligence and job stress is complex. High EI can help individuals cope with stress more effectively, reducing its negative impact on job performance. Conversely, low EI can exacerbate stress. This section will review studies on the interplay between EI and job stress among teachers, highlighting how EI serves as a buffer against stress and contributes to overall well-being and job satisfaction. In summary, this paper will investigate the critical roles of emotional intelligence and job stress in influencing teachers' performance in private education schools, providing insights into how these factors can be managed to enhance educational outcomes.

## **2.0. Significance of the Research**

The significance of this research lies in its potential to enhance educational outcomes by providing insights into the factors that influence teachers' performance. By understanding how emotional intelligence can mitigate the negative effects of job stress, school leaders can develop strategies to support their teachers more effectively. This is particularly important in private schools, where maintaining high standards of education is critical for the institution's reputation and success. Moreover, this research can inform professional development programs, helping educators cultivate emotional intelligence skills that will benefit their professional and personal lives. Ultimately, the findings of this study can contribute to a more positive and productive educational environment, benefiting students, teachers, and the broader school community.

## **3.0. Literature Review**

### **3.1. Job Stress and Job Performance:**

Nowadays, stress is an emerging and increasing phenomenon worldwide in all areas of education (Ekienabor, 2016; Khan & Rammal, 2022). This universal reality manifests differently in educational institutions and affects teachers in

various ways (Michael et al., 2009). Regardless of the size of the educational institution, stress significantly impacts teachers' performance, commitment to the school, and job satisfaction (Li et al., 2021; Wu et al., 2021). In the current era of education, schools constantly seek teachers capable of multitasking (Brüning et al., 2021). However, this ability to multitask often leads to increased responsibilities, requiring teachers to work longer hours and fully dedicate themselves to achieve the expected level of performance (Ekienabor, 2016). When the management or the educational institution does not adequately recognize the hard work and contributions of teachers, it generates stress for them, often leading them to consider leaving the institution (Stamper & Johlke, 2003).

Stress can be considered a dynamic condition in teachers, influenced by resources, demands, opportunities, and their expectations regarding the perceived outcome as vague or essential (Rizwan et al., 2014). High levels of stress without managerial solutions create a situation where teacher performance degrades, jeopardizing the reputation of the educational institution and resulting in a significant loss of skilled staff (Ekienabor, 2016).

Work-life conflict is an inter-role conflict where the demands of work and personal life are so incompatible that fulfilling work demands makes it difficult to meet personal life demands (Edwards & Rothbard, 2000). In the context of education, job stress is a common issue faced by teachers in schools (Baer et al., 2016), prompting ongoing interest in studying its adverse effects on teachers. Research has identified various negative outcomes of job stress, such as strain symptoms (Allen et al., 2000), exhaustion (Kinnunen et al., 2003), and disengagement from work (Ribeiro et al., 2023), all of which impact teacher performance. These findings intuitively suggest that job stress inhibits job performance.

Many studies have confirmed the existence of a relationship between job stress and job performance (Davis & Newstrom, 2008). Stress can harm or help improve performance. When there is stress at work, performance may initially increase as stress helps employees direct all resources to meet work needs. However, when stress reaches a level that exceeds employees' capacities, it generates dissatisfaction and decreases performance (Naseem, 2017; Pandey, 2020). According to Davis and Newstrom (2008), as stress increases, work performance will eventually decline because stress interferes with the execution of work. Employees lose the ability to control stress, face difficulty in decision-making, and exhibit irregular behavior, leading to unacceptable consequences such as disturbances, illness, inability to work, or refusal to work to avoid stress. However, empirical research has yielded inconsistent findings on the relationship between job stress and job performance, with some studies indicating significant effects (e.g., Obrenovic et al., 2020) and others showing insignificant effects (Ribeiro et al., 2023).

### **3.2. Emotional Intelligence and Job Performance**

The teacher's role in today's era has become more difficult and varied (Williams & Burden, 2000). In a similar vein, Stoeber and Rennert (2008) confirmed that research in different cultures indicated that school teachers are among those professionals with the highest level of job stress. Some authors have begun to explore the role of emotions and emotional intelligence (EI) in education as a means to improve performance (Mahmood et al., 2023; Deb et al., 2023; Jufrizen et al., 2023; Castro-Paniagua, 2023). Corcoran and Tormey (2012) found that EI contributes positively toward the teaching role. Specifically, researchers assert that employees' EI can predict work-related outcomes, such as job satisfaction and job performance (Bachman et al., 2000; Prati et al., 2003; Wong & Law, 2002). Teachers who are skilled



in evaluating their own emotions are better at communicating their needs and can be more concerned with their own feelings, enabling them to accomplish their goals, resulting in better performance (Day & Carroll, 2004). They also tend to be more attentive to others' needs and provide emotional support to gain cooperation in achieving common tasks and good performance. Previous studies have shown that teachers with high emotional intelligence demonstrate outstanding performance (Mahmood et al., 2023). Therefore, this study aims to provide an understanding of the linkage between EI and teachers' job performance.

Emotional intelligence has the potential to improve performance by assisting with group tasks, even in environments typically found in life, such as classrooms and colleges. Emotional intelligence may be particularly important in the service industry and other occupations where employees interact with customers. Emotional labor has a greater impact on job performance than physical labor. According to Bono and Vey (2005), emotional labor can be stressful for some employees, particularly when there is a lack of autonomy. A growing number of past studies have examined the linkage between EI and job performance (Lengnick-Hall & Stone, 2019; Joseph & Newman, 2010; O'Boyle et al., 2011; Joseph et al., 2015; Trad et al., 2022). Some studies have addressed that EI positively predicts group task performance (Michinov & Michinov, 2022; Yaghoubi et al., 2011; Wong & Law, 2002). Other studies (Jordan et al., 2002; Lam & Kirby, 2002) stressed the importance of EI in helping subordinates acknowledge and organize their emotions, work efficiently under pressure, and adapt to changes. In the educational sector, studies found that teachers' EI was highly related to students' classroom, academic, and team performance. Chen et al. (2007) clarified the performance of extra-role and in-role as two different domains in explaining teachers' working performance and found that teachers' in-role and extra-role performances in primary schools were positively correlated with their EI. Relevant studies have found linkages between EI and task performance (Austin, 2004), as well as student academic performance and group performance (Ismail et al., 2020; Yoke & Panatik, 2015).

### **3.3. Emotional Intelligence and Job Stress**

The relationship between job stress and emotional intelligence is complex and multifaceted. The effect of job stress on an individual varies depending on the presence of other factors. These factors can either amplify or mitigate the effects of job stress. In this regard, previous studies have attempted to link these three concepts in various ways, but unfortunately, there is no general consensus on the causal relationship between them (Cote & Miners, 2006). Several studies have examined the relationship between job stress and emotional intelligence. For example, Spector and Goh (2001), Adler et al. (2006), and Wetzel et al. (2006) found that job stress was negatively related to job performance and emotional intelligence in such a way that employees' ability to appropriately manage their emotions enhanced their capacity to cope with physical and psychological stressors in the workplace, resulting in better performance. These findings are consistent with the Theory of Emotional Intelligence, which states that individuals with sufficient interpersonal and intrapersonal competencies can better manage their emotions and cope with environmental stressors (Goleman, 1998). This means that these individuals will also be better positioned to manage their performance more effectively.

A person who lacks emotional intelligence would struggle to function well. When a person's emotional intelligence improves, so does their ability to cope with stress. According to a study conducted in China by Zhou & Yao (2020), 9.1% of teachers have stress symptoms, and it is vital to provide psychological support to them. Furthermore, a teacher's behavior not only affects their performance but also affects the students' emotional well-being. Therefore, it is important to protect teachers' emotional intelligence (de la Fuente et al., 2020).

#### **4. Discussion and implications**

In the evolving landscape of private education, the performance and well-being of teachers are paramount to the success of educational institutions. This discussion delves into the role of emotional intelligence and job stress on teachers' performance, emphasizing the positive impact of EI components such as self-awareness and self-management. The exploration highlights the benefits of integrating EI training into professional development programs as a strategy to mitigate job stress and enhance teacher performance.

The results of this article mainly highlight the positive effect of emotional intelligence on teachers and their performance in private schools of education. Focusing on emotional intelligence components such as self-awareness and self-management, studies indicate a significant correlation with reduced work-related stress. Teachers with high emotional intelligence can better manage their own emotions, understand the emotions of others, and maintain positive interactions with students, colleagues, and parents. This emotional adeptness is crucial for handling the various stressors inherent in teaching, such as high workloads, challenging student behavior, and administrative demands. Job stress poses a significant threat to teachers' performance and well-being. High levels of stress can lead to burnout, physical and mental health issues, absenteeism, and ultimately, attrition from the profession. When teachers are overwhelmed by stress, their effectiveness diminishes. They may become less patient and more irritable, negatively affecting their interactions with students and colleagues. Addressing job stress is crucial for maintaining a stable and effective teaching workforce.

Integrating emotional intelligence training into professional development programs offers a practical route to alleviating the negative impact of work-related stress and improving teacher performance. Effective EI training should focus on developing self-awareness, self-regulation, social awareness, and relationship management skills. By equipping teachers with these skills, schools can help them manage stress more effectively, build positive relationships, and improve their overall job satisfaction and performance. Additionally, schools should create a supportive environment that values emotional well-being, including providing access to counseling services, promoting open communication, and encouraging a healthy work-life balance. So, enhancing emotional intelligence and addressing job stress are critical for improving teachers' performance and well-being in private education schools. By implementing targeted interventions and fostering supportive environments, educators, school leaders, and policymakers can work together to create more effective and resilient educational systems. Recognizing and promoting emotional intelligence among teachers is an effective means of supporting their well-being and effectiveness in the educational environment, ultimately benefiting the entire school community.

Future research should continue to explore the dynamic interplay between emotional intelligence, job stress, and job performance across different educational contexts. Longitudinal studies can provide deeper insights into how these factors evolve over time and the long-term impact of EI training on teachers' performance and well-being. Additionally, research should examine the specific needs of teachers in multicultural and diverse school settings to tailor EI training programs that address their unique challenges.

## 5. Conclusion

In conclusion, the impact of emotional intelligence on teachers within private education schools is profound. By fostering emotional intelligence and addressing job stress, schools can significantly enhance the well-being and effectiveness of their teaching staff. Teachers equipped with high emotional intelligence are better equipped to manage their own emotions, understand their students, and maintain positive relationships within the school community. This not only improves classroom management and student engagement but also reduces the risk of burnout and turnover among educators. Addressing job stress through supportive measures such as resource allocation, workload management, and professional development focused on stress management further contributes to teachers' overall health and well-being. Ultimately, prioritizing emotional intelligence and addressing job stress ensures that teachers are not only performing at their best but also maintaining their health and satisfaction in their profession.

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**Cheating in Higher Education - Causes, Results and Ways to Prevent**

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**Abstract**

The paper aims to explore the issue of cheating by revealing major causes of cheating, which involve academic and personal pressure, time management skills, and low risk of detection. On the other hand, the paper identifies factors including irrelevant assessment strategies and methods contributing to cheating. With this purpose, a quantitative survey was conducted to evaluate the consequences of the destructive effects of cheating on student's academic performance, code of ethics, and academic environment on the whole by acknowledging that the students engaged in academic dishonesty not only put their academic integrity at risk but also damage the image and credibility of the institution. To address the challenge of cheating, the survey questioning the students and teachers of higher education in Georgia offered a multilateral approach combining mitigation measures to be taken at the institutional level, i.e. promoting academic honesty and enhancing assessment methods and practices. 76 teachers from 9 Georgian universities and 89 students from 10 universities participated in the current study. A conclusion was made that too often cheating is provoked by the quality of teaching and assessment. The findings of the study will be used to foster open communication between students and teachers, developing academic support services and informing them about the negative consequences of cheating as an essential part of a comprehensive prevention framework.

**Keywords:** Cheating, academic integrity, higher education, cheating prevention strategies, student perspectives on cheating, teacher perspectives on cheating

**1. Introduction**

Cheating has become a prevalent topic having a direct impact on academic integrity and learning outcomes in the area of tertiary education. It raises questions to be responded by educators via investigating the reasons for the pervasive phenomenon and its subsequent results. It is essential to elaborate on preventive and mitigation measures to raise learners' awareness about its unethical character and encourage them to produce original works based on their own knowledge.

Cheating has always been present in education even though it is a bad thing. "Why is cheating so common? Because grades do matter, and everyone knows it" (Felder, 2011, p. 37). According to the same author, students who are cheating get a qualification that they do not deserve and are wrongfully certified as entry-level professionals. Besides, the students cheating during their studies are more likely to practice the same skill in the future as well as in the workplace.

Cheating is a problem in the whole world (Bernardi et al., 2008; Farkas & Orosz, 2012; Wong, 2016). According to Fendler et al. (2023), "academic dishonesty, especially on exams which often determine the major portion of a student's grade, is a

significant concern for higher education" (p. 2). The fact that cheating still often occurs, constitutes the problem of the current research.

Brickman (1961) described a situation in which government officials were so concerned about cheating that exam takers were put into private cubicles and body-searched before entering the room. Nowadays, 'prison-like facilities' (Fendler et al., 2023, p.7) are not popular, however, the accent is rather on sitting arrangements, proctors, and prohibiting using mobile phones, etc. than on teaching and assessing in such a way that prevents cheating.

The goal of the article was to clarify the views of Georgian teachers and students on these issues. We wanted to find out how they define cheating, whether it often occurs in Georgian higher education, what its reasons are, and how to prevent/avoid cheating.

## 2. Literature review

Cheating involves "acts committed by students that deceive, mislead, or fool the teacher into thinking that the academic work submitted by the student was a student's own work" (Davis et al., 2009, p. 2). McCabe et al. (2012) enumerate the following behaviors as academic cheating: (1) copying a few sentences of material without referencing it in a paper; (2) including sources in the reference list that the person did not use in the paper or project; (3) plagiarizing from public materials on papers; (4) getting answers from someone who had already taken the exam; (5) working on the same homework with several other students when the teacher did not allow it; (6) turning in papers done entirely or in part by other students; (7) giving answers to other students during an exam; (8) copying off from another student's paper during an exam; (9) taking unauthorized material, such as notes, into an examination

Clabaugh and Rozycki (2001) claim that cheating is overwhelming in American colleges, and it has become more immersive as the result of technology integration education since the latter makes it easier for students to cheat and succeed in the exams hoping that their instructor may not be as good as they are at using technologies and they will be saved from detecting high-tech cheating tricks. According to the same author, students even make good use of powerful calculations and other technical tricks providing them with keys to the tests they will need during testing which makes modern-day cheating even more advanced than ever.

In the past referred to as „good old days“by Clabaugh and Rozycki (2001) cheating schemes were verbally disseminated among students, whereas nowadays there are paid academic websites offering helpful guidebooks for successful cheating. In addition to the above-mentioned tricks and tips for cheating, lots of papers on hundreds of topics are offered by the World Wide Web referred to as „paper mills“, from which the papers meeting one's specific needs can be easily found, downloaded, and by adding one's name printing the paper. The papers that are free to access are easy to be traced, whereas others that are paid turn out to be more difficult to be traced. And finally, plagiarists even hire experts to write a paper or thesis for them are still found (Clabaugh & Rozycki, 2001). The authors claim that positive preventative measures and strategies, although useful, cannot totally eliminate academic dishonesty referred to as cheating. Effective teaching strategies and more authentic assessment can reduce the impulse to cheat. Despite improved teaching strategies and more fair and transparent assessment methods, some students will remain still willing to cheat though they can be defeated by

using as authentic as possible tests, which means not using the same test twice as offered by the same authors (Clabaugh & Rozycki, 2001). The contemporary character education movement came out with 'six pillars of character': trustworthiness, respect, responsibility, fairness, caring, and citizenship. They should serve to increase students' consciousness in order to make cheating improper for them.

According to McCabe and Trevino (1996), the major constituents of cheating in education include: copying from another student, helping another student cheat, and using crib notes on an exam. To prevent cheating, according to Felder (2011), it is necessary to apply university rules dealing with cheating consistently. When students know that the rules are sometimes ignored by teachers and administrators, they will try to violate them. The majority of students will avoid cheating a teacher who is fair to them. Monzani et al. (2007) name copying from a friend's paper (upon his/her consent) in a test or task as a type of cheating behavior - both the giver and the receiver are viewed as cheaters. Davis et al. (2009) add parents fulfilling homework instead of their children and a false understanding of friendship.

According to Abdaoui (2018), the major causes of cheating are competition for grades, parental expectations, and ineffective invigilation by the teacher. Consequently, she suggests that the major strategies for avoiding cheating include increasing students' moral principles and stressing the need for honesty. The desire to get a positive or high grade is named by many researchers (Cizek, 1999). Easiness of cheating was found by Davie et al. (2009) to be a pre-condition for cheating.

Saeidi et al. (2022) name inhibitory factors that limit cheating, such as individual conscience, individual beliefs, and the atmosphere in the classroom. 'Diligent proctoring, using multiple versions of a test, and randomly assigning where students must sit in the exam room' (Fendler et al., 2023, p. 2) are the popular (especially with the administrators) ways to prevent cheating. On the other hand, "the positive approach involves teaching students to refrain from cheating because not cheating is the right thing to do" (Fendler et al., 2023, p. 2). It includes 'the code of honor' (it is a shame to do bad things) and organizing teaching and assessment in such a way that prevents the need to cheat.

Yu et al. (2017), on the other hand, name the 'permitting' factors: everybody cheats and teachers do not care. To their mind, the major factors of cheating deal with students' characteristics (honesty level), experiences (managed to cheat or not, was punished or not), and peer environment.

Simkin and McLeod (2010) explain the causes of cheating by the Theory of Reasoned Action: opportunity, desire to succeed, small or non-existent penalties, the reluctance of professors to prosecute cheaters, and lack of understanding of how harmful it is.

### 3. Methodology

#### Sampling

The questionnaire was placed on the social media of all four authors. Their colleagues were requested to participate and share. Therefore, the sampling method was convenience + snowball (non-probability). However, to make its results more trustworthy, we asked teachers from several universities to participate. So, 76 teachers from 9 universities (7 public and two private) responded. 29 teach at public universities, 18 at private universities, and 23 at both (did not name which). They teach at various levels of higher education (the total percentage exceeds 100%, as many of them teach at several levels).

They represent both academic (53) and administrative staff (), and some (2) occupy both positions. The majority (71) are females. This ratio well enough represents university staff. The majority of them (67) are experienced (Table 1).

Table 1. Demographic data of teacher-respondents

Public	Private	both
Univ. #1 (7.9%)	# 8 (14.5%)	30.3%
#2 (5.2%)	#9 (9.2%)	
#3 (7.9%)		
#4 (9.2%)		
#5 (5.2%)		
#6 (5.2%)		
#7 (1.3%)		
Bachelor freshman	22.4%	
Bachelor sophomore	21.1%	
Bachelor junior	23.7%	
Bachelor senior	19.7%	
Master's	23.7%	
PhD	11.8%	
Academic	Administrative	Both
69.7%	27.6%	2.6%
F (93.4%)	M (6.4%)	
3-5 years of experience (5.3%)	6-10 years of experience (6.6%)	11 or more years of experience (88.2%)

89 students from eight public and two private universities participated.

Table 2. Demographic data of student-respondents

8 public universities:	2 private universities:
Univ. #1 (2.4%)	# 9 (24.7%)
#2 (3.7%)	# 10(33.1%)
#3 (3.7%)	
#4 (5.6%)	
#5 (7.9%)	
#6 (5.6%)	
#7 (2.4%)	
#8 (10.1%)	
Bachelor freshman	40.5%

Bachelor sophomore	10.1%
Bachelor junior	3.3%
Bachelor senior	3.3%
Master's	40.5%
PhD	3.3%
Female: 28.1%	Male: 71.9%

#### 4. Results

According to the teacher respondents' answers, the components of the definition of cheating in education include:

- Copying somebody else's work (89.5%)
- Using a cheat paper during a quiz/test/exam (88.2%)
- In a presentation/essay/thesis/dissertation, not mentioning the person's name whose idea you have presented as if it were yours (75%)
- Talking to somebody / peeping into somebody's paper during the quiz/test/exam (69.7%)
- Doing work instead of another person (56.6%)

The added components include using AI for writing tasks (2.6%) and omitting the co-author(s)' name(s) (1.3%). Strange enough, none of the components, even copying someone else's work, was selected by all respondent teachers. Almost half of the teachers do not view doing work instead of another person as cheating in the educational context. This reveals that they do not realize well enough what cheating is.

According to the student-respondents answers, the components of the definition of cheating in education include:

- Copying somebody else's work (68.5%)
- Using a cheat paper during a quiz/test/exam (66.3%)
- Talking to somebody / peeping into somebody's paper during the quiz/test/exam (49.4%)
- In a presentation/essay/thesis/dissertation, not mentioning the person's name whose idea you have presented as if it were yours (47.2%)
- Doing work instead of another person (46.1%)

Similarly, to the teachers, none of these components was chosen by all students. Generally, all components were relatively seldom (compared to the teachers) chosen by the students. And the rating of the components is almost the same (for the students, academic honesty in citation comes lower than for the teachers). The students worse than the teachers realize what cheating is.

We requested teachers and students to answer very honestly whether they had ever committed cheating. However, we realize that the answers, although anonymous, maybe idealizing oneself – more than half of the teachers (see Figure 1) and a third of the students (see Figure 2) said '1 - never'. However, we rather trust those respondents who answered "2 – in very special cases." This answer reveals that students sometimes are put into situations when they simply have to cheat. There was a great similarity between the teachers' and the students' answers to this question.



Figure 1. "Have you ever cheated in the process of your studies?" – the teachers' answers

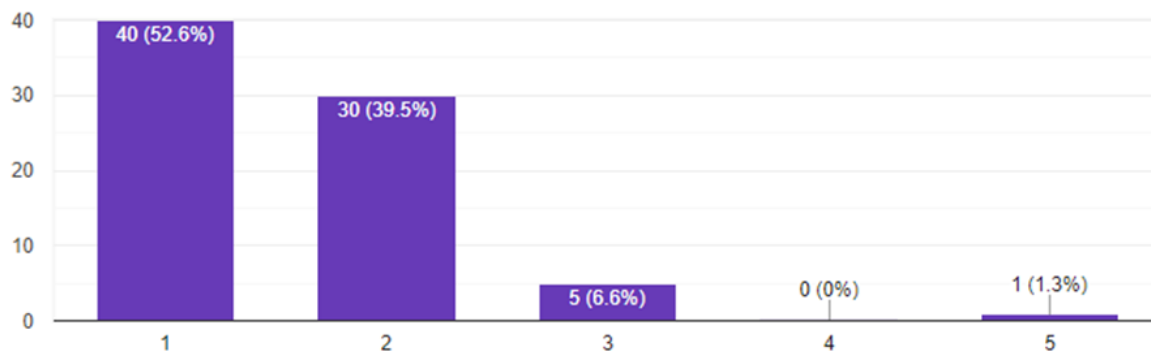
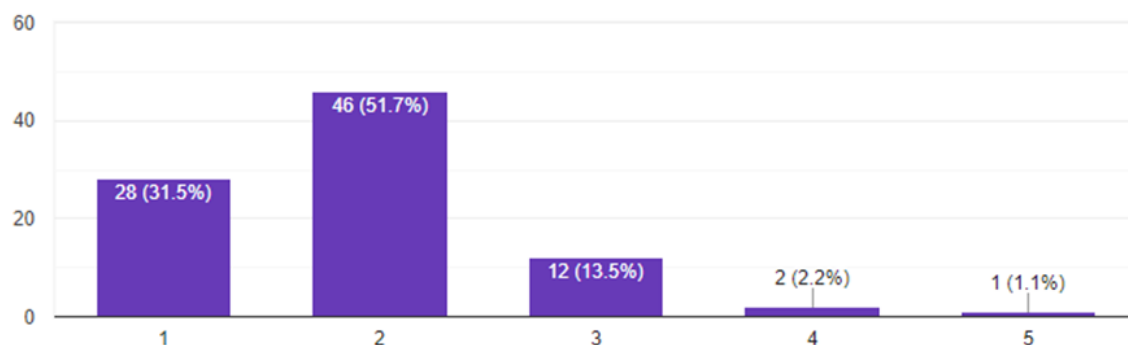


Figure 2. "Have you ever cheated in the process of your studies?" – the students' answers



These 'special cases' included:

- Due to your own, your family member's, or another close person's illness or death you could not study (45.5% of the teachers who chose the answer "2" and 25.4%)
- If you failed, you would be dismissed from the program (18.2% of the teachers and 33.9% of the students)
- You really did your best, but the requirements were too demanding (45.5% of the teachers and 30.5% of the students)
- You want to go on studying very much, but, if you fail, you have no money for course retaking or you lose the grant – 22% of the students

Among additional reasons, the teachers named: some personal reasons that distracted them from their studies, lecturer's corruption, difficulty in studying a particular subject, and lack of knowledge of citation rules (each of them named by one person). The students also named some personal reasons that distracted them from their studies. They also named laziness (honest guy, thank you!).

For those who answered '3 – from time to time', '4 – often' and even '5 – regularly, the reasons were:

- The volume of the course reading was too large (41.2% of those teachers who chose this answer and 25.6%)
- The course content/format/activities did not prepare well for the exam (29.4% of the teachers and 22% of the students)
- Not all study materials were available (29.4% of the teachers and 7.7% of the students)

- We were not well informed about the exam format/requirements (23.5% of the teachers and 10.3% of the students)
- The materials were too difficult (17.6% of the teachers and 33.3% of the students)
- I studied 'for my parents': I didn't want to study in general or at a given specialty (5.9%)
- I wanted to get high grades (5.9% of the teachers and 25.6% of the students)
- I wanted to get a diploma but didn't want to study hard (5.9% and 20.5% of the students)

7.7% of the students vs. 29.4% of the teachers' answers that not all course materials were available reveal that nowadays the situation has improved from this point of view, but it has not been completely solved. Also informing students of the exam requirements has improved (23.5% vs. 10.3%). On the other hand, more today's students than former students (i.e., teachers) believe that study materials were too difficult (17.6% vs. 33.3%). More than a quarter of the students (25.6%) want to get higher grades and a fifth (20.5%) want to get a diploma not in a very honest way), which is quite a disappointing result. The students' answers 'I am sure that I will get and maintain a good job through connections' (2.6%) and 'I study for my parents' are rare, but quite disappointing.

Concerning the question of whether those who did commit cheating behaved so in any course or a specific one, the most popular answer was 'in a course that I viewed as important, however, undoable – explanations were not clear, requirements vague, materials too difficult, too many assignments given' – 45% of the teachers and 36.2% of the students chose it. Another popular answer was 'a course which I regarded as unimportant' (25% of the teachers and 44.7% of the students) '. Only one teacher and five students chose the answer 'This was my behavior in any course'.

To the suggested option two teachers added: 'It occurred in a course where I knew the teacher would not pay much attention to (punish for) cheating', while one student added 'Because I was lazy'.

There is no reason to ignore the opinions of people who became teachers (and, hopefully, studied well enough). And in student-centered education, we need to consider students' views.

All this brings us to the conclusion that students mostly commit cheating for reasons more caused by lecturers than by them being lazy and/or dishonest. Therefore, the possibilities of test/exam retaking should be more humanistic, lecturers should make their courses learnable and tests doable, at least, for those students who work hard, rules dealing with dismissing students need to be softened, corruption should be controlled by quality services (in an anonymous/confidential way), academic honesty has to be better taught from the very beginning of higher education process. Lecturers and/or administration should always provide study materials. And parents should not be decision-makers concerning their children's post-secondary education.

It is interesting to know what feelings the teachers experienced when they cheated. The answers rated decreasing by popularity were:

- I am ashamed of some cases (43.4%);
- I am not at all ashamed, as it wasn't me who was guilty (33.3%);
- I am ashamed (13.3%);
- I am sorry, as now I lack that knowledge (13.35%).

From here we can conclude that many of the teachers are sorry – now they realize that they cheated themselves. We did not ask this question to the students.

We asked the teachers how often their students cheat, and the answers were: never (3.9%), very seldom (25%), from time to time (48.7%), often (18.4%), and even regularly (3.9%).

As we expected that answers to 'Why students cheat' would be the same as 'Why did you cheat', we did not ask this question, but instead asked 'Why do you think your students do not cheat?' (in fact, we meant 'What measures do you take that they don't cheat?'). The answers rated decreasing by popularity were:

- I give them such tasks that they cannot cheat (55.2%);
- I check very strictly that they do not / cannot cheat (48.3%);
- They know the subject well (44.8%);
- They respect me (37.9%).
- As 'other' they added 'They get enough information, so why cheat'.

Characterizing their attitude towards cheating, they chose the following answers:

- 1 - very negative: I disrespect people who cheat and would be ashamed to cheat myself; I believe cheaters should be strictly punished – 40.8% of the teachers and 20.2% of the students;
- 2 - quite negative (I can pardon cheating only in extreme situations) – 48.7% of the teachers and 29.2% of the students;
- 3 - Indifferent: I don't have a very clear attitude towards it – 2.6% of the teachers and 29.2% of the students;
- 4 - reasonably negative, I generally disapprove of it, but may commit it myself if I see no other way of the situation, so I don't disapprove too much of other people doing so, either – 7.9%;
- 5 - very positive, I see no reason why not cheat – 0%.

We can see that the respondent teachers view cheating negatively, and none of them views it positively, while students are often indifferent towards it (29.2%) and some of them even approve of it (3.4%), which has to be changed. Students need to realize that, when cheating, they eventually cheat themselves.

As for suggestions on how cheating can be avoided, they were the following:

- By making the study materials available for students - 63.2% of the teachers and 60.7%;
- By valuing students' critical thinking, originality, imagination, analytical abilities, etc. (in fact, by praising creativity vs. honesty) - 60.5% of the teachers and 38.2% of the students;
- By providing enough activities in class – 59.2% of the teachers and 42.7% of the students;
- By valuing first of all students' ability to apply the gained knowledge practically 57.9% of the teachers and 41.6% of the students;
- By asking such questions, answers to which cannot be cheated - 57.9% of the teachers and 24.7% of the students;
- By requiring a reasonable amount of independent (home)work – 51.3% of the teachers and 44.9% of the students;
- By clear content explanations – 48.7% of the teachers and 51.7% of the students;
- By clear course requirements – 42.1% of the teachers and 39.3% of the students;

- By taking into consideration students' special needs (eyesight problems, more time needed by phlegmatic students, etc.) – 39.5% of the teachers and 29.25% of the students;
- By having strict proctors/invigilators – 36.8% of the teachers and 14.6% of the students;
- By providing all study materials – 31.6% of the teachers and 44.9% of the students);
- By having softer / more flexible regulations for special cases (e.g., prolonging the deadlines for excuse/makeup exams – 27.6% of the teachers and 24.7% of the students;
- By offering grants/scholarships/0% loans that cover not only tuition fees but also other educational and related expenses – 26.3% of the teachers and 27% of the students.

The teachers also added:

- By explaining academic honesty, what it is, and why it is so important;
- By discussing the real-life cases (consequences of cheating).

The students added:

- Conducting meetings with teachers not only on educational but also various life topics, to help teachers better understand students and vice versa;
- Write syllabi in less red-tape but simpler way, for everybody to understand the requirements.

It was pleasant to see that the respondent teachers lay more requirements on themselves than on their students. Also, it is good that they realize that only by strict control it is impossible to get rid of cheating.

The respondents were also asked to add some comments if they wished. One teacher's comment concerned the importance of the topic raised. The need to explain to students' what consequences cheating and plagiarism have was emphasized by another teacher. An interesting comment was made by a teacher – cheating is a sign of immaturity. Students need to take responsibility for their learning instead of using tricks to avoid it. The time some of them spend on making cheat papers can be spent in a more useful way. One (conscientious) student added that cheating is an issue important not only for students, teachers, and universities but also for the whole country – if we want to become a developed country. And one student expressed a request – not to create conditions in which they have to cheat.

## **5. Limitations**

Limitations of the study are related to its dissemination only among a small number of students and educators through convenience + snowball sampling, thus, the responses may not fully reflect the perspective and experiences of students and teachers from different academic courses, institutions, and geographical areas. Therefore, the sample size (76 teachers and 89 students) and the characteristics of the surveyed can impact the generalizability of the obtained results.

## **6. Discussion**

One of the findings of the study is that cheating is widely applied in Georgian higher education. This is in line with several international findings. Li and Meng (2016), for example, confirm the fact that cheating is widely spread in Chinese educational institutions, especially during exams.

Our finding that positive prevention measures are more effective than strict invigilation and punishment is not confirmed by Li and Meng (2016) who believe that "to strengthen supervision and management of teachers is an effective way to reduce student cheating" (p. 41). Felder (2011) states that students need to know clearly what is cheating, otherwise, they may commit it without knowing that they did it.

Our finding that teaching and assessing by more effective methods yield more positive attitudes of both teachers and students is in line with Fendler's and his colleagues' findings about the impact of the role of the positive approach.

The closest to our findings are those by Haines et al. (1986). They name insufficient time to study, the danger of losing the scholarship, hard or too abundant course materials, and lack of teacher's / proctor's care.

## 7. Conclusions

Cheating as understood by Georgian teachers and students includes copying somebody else's work, using a cheat paper during a quiz/test/exam, in a presentation/essay/thesis/dissertation, not mentioning the person's name whose idea was used, talking to somebody / peeping into somebody's paper during the quiz/test/exam, doing work instead of another person, using technologies including artificial intelligence instead of independent writing. Some of them do not have a full understanding of cheating. In this case, it is necessary to develop this understanding.

Cheating is widely spread in Georgian higher education institutions (although only 1% of the respondent teachers and students have confirmed regular cheating, from a third to about half of them cheated in 'special cases'). These cases include the inability to prepare for the class/test/exam due to illness or being busy, financial risks, inappropriate teaching or information dealing with assessment, challenges dealing with materials' availability, etc.

Based on the survey results, too often cheating is provoked by the quality of teaching and assessment. Therefore, to prevent cheating, emphasis should shift from disciplinary measures to creating a cheating-free atmosphere (e.g., making up many variants of a test or applying open-book exams).

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## **Building Intercultural Bridges: The Role of Cultural Microteaching in Developing ICC Among English Language Teachers**

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### **Abstract**

This paper explores the affordances of microteaching - a technique involving short peer teaching sessions to refine teaching skills in a supportive environment - on teacher trainees' intercultural communicative competence (ICC). Fifty-two students in an international TESOL program in Canada participated in 15-minute microteaching sessions, during which they taught elements of their home cultures and languages to their peers, as part of a professional development course. Following the teaching sessions, students participated in focus group interviews exploring their experiences and take-aways from cultural microteaching. Interview questions were formulated based on Byram's and Deardorff's ICC models focusing on developing intercultural competence by emphasizing attitudes, knowledge, and skills necessary for effective intercultural interactions. Preliminary results indicate that these activities significantly heightened participants' awareness of their cultural biases and enhanced their ability to convey complex cultural concepts in English. It was concluded that incorporating a focus on culture within microteaching sessions can foster greater empathy and ICC among future language teachers while enhancing their linguistic and pedagogical skills. The paper also discusses how teachers and teacher trainers can adopt and adapt this approach in their teaching practice.

**Keywords:** Intercultural Communicative Competence, teacher education, teacher trainee, cultural microteaching.

### **Introduction**

Microteaching is a widely used method in educational training courses where students teach lessons to their peers to gain experience in lesson planning and delivery. It has been recognized as a practical approach for educators to learn about and reflect on best teaching practices. Educators and researchers acknowledge that microteaching allows prospective teachers to manage multiple aspects of teaching simultaneously and provides both professors and teacher candidates with opportunities to identify their strengths and areas for improvement. Consequently, numerous studies (Allen & Eve, 1968; Buyukkarci, 2014; Crandall, 2000; Dweikat, 2009; Fernandez, 2010; Ismail, 2011; Kilic, 2010; Ogeyik, 2009; Seidman, 1968) have been conducted to examine the effects, benefits, and challenges of microteaching for English language teachers, as well as to explore ways to enhance teacher candidates' competencies before they begin their professional careers. Researchers continue to propose methods for leveraging microteaching to maximize its benefits in teaching English as a second language (Ogeyik, 2009).

In a globalized world era marked by super-diversity, transnationalism, hybridity, and open borders, language users face unique communicative challenges requiring practical management skills. As global and intercultural connections grow, language teachers need to develop skills in interculturality to engage effectively with students from various linguistic and cultural backgrounds, and at the same time, they should incorporate those skills in their teaching. As Kramsch (2004, p. 37)

says, "Culture is a central part of language study because culture and language are inextricably linked – language is both an integral part of the construction of culture and the way culture is expressed". Language teachers have the crucial role of integrating culture into English teaching, they act as 'cultural workers' (Giroux, 2005, p. 71) and have the role of 'go-betweens'. Thus, intercultural competence is vital not only to language learners but also for language teachers to successfully implement intercultural learning.

Although ESL teacher training often focuses on developing intercultural skills through intercultural communication or multicultural education courses, they usually provide only reading and discussions. However, direct interactions with individuals from diverse cultures and critical addressing of differences can foster teachers' intercultural competence more effectively (Byram, 1997). There are many definitions of intercultural competence; however, it is generally understood as the ability to engage effectively and appropriately with people from different cultural backgrounds. Usually, it involves the development of knowledge, skills, and attitudes that facilitate understanding, communication, and empathy across cultures (Byram, 1997).

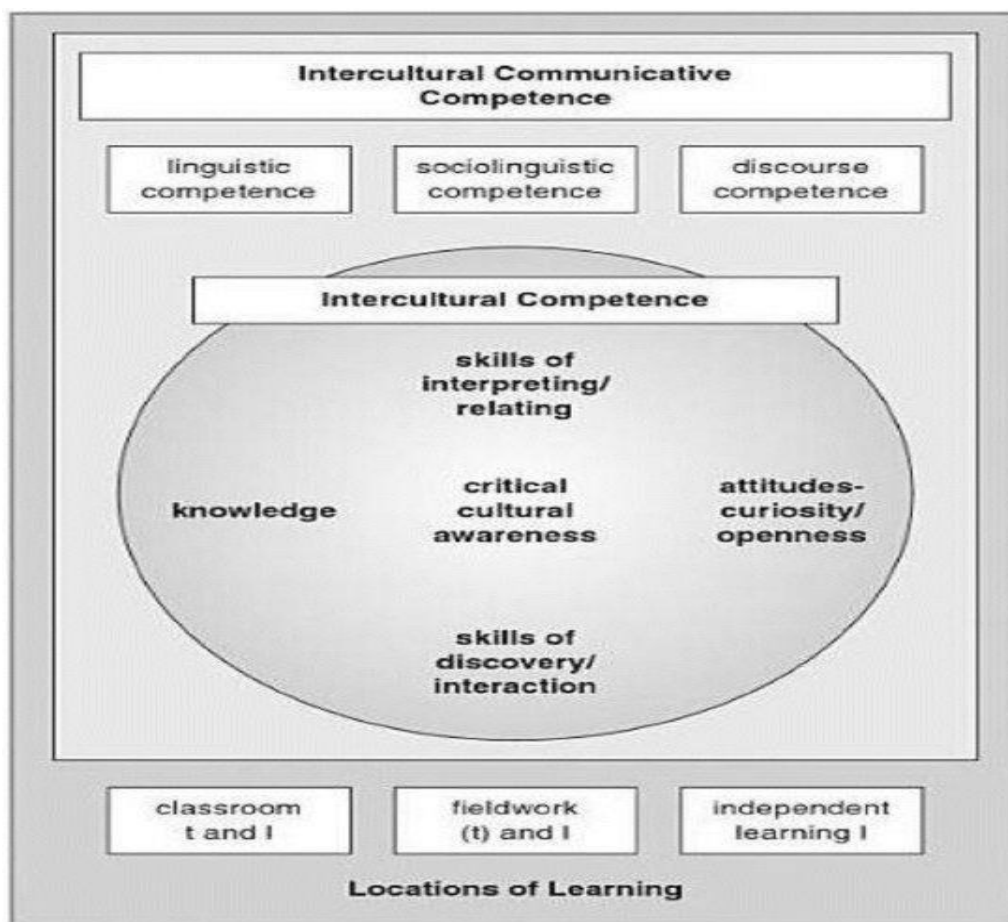
### **Theoretical Framework**

Michael Byram is known for his influential work on intercultural Competence, mainly through his model of intercultural communicative Competence. However, the concept of communicative Competence itself was initially developed by Dell Hymes, not Byram. He introduced the term "communicative competence" in the 1960s to challenge Noam Chomsky's notion of linguistic competence, which focused solely on the mastery of language structure rather than its functions in social contexts (Hymes, 1972). Michael Byram built upon the idea of communicative competence by integrating the cultural dimension, emphasizing the importance of intercultural learning and understanding in language education (Byram, 1997). Michael Byram's framework for intercultural communicative Competence (ICC) is articulated through five key components, often referred to as the "five savoirs" in French. These include attitudes (*savoir être*), knowledge (*savoir*), skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre/faire*), and critical cultural awareness (*savoir s'engager*). The foundation of ICC lies in the attitudes or *savoir être*, where intercultural speakers are encouraged to approach other cultures with an open mind, suspending preconceived notions about their own and other cultures. This involves relativizing one's own values, beliefs, and behaviours, acknowledging that they are not the sole or inherently correct perspectives. In Byram's model, knowledge entails a deep understanding of both one's own and others' cultural products, practices, and interaction processes. This knowledge also extends to understanding how others perceive these cultural elements. Skills in Byram's framework involve interpreting and relating cultural artefacts or behaviours from one culture to another. This includes explaining and contextualizing why specific ideas or actions from one culture might be misunderstood in another, thereby promoting more straightforward intercultural communication. Additionally, Byram emphasizes the importance of discovery and interaction skills. This aspect involves acquiring new cultural knowledge and applying the combined knowledge, attitudes, and skills in real-time interactions with people from different cultures.

The final component, critical cultural awareness, involves a reflective stance where intercultural speakers critically assess and evaluate cultural norms, values, and practices - including their own - using clear criteria. Developing these competencies is

an ongoing and challenging journey, as Byram (1997) notes, indicating that the path to becoming interculturally competent is long and demanding.

Figure 1. Model of Intercultural Communicative Competence



(Waliński, 2012, p. 7)

Darla Deardorff's (2006) contributions led to the creation of a known model and definition of Competence, which gained recognition at a later stage. Her approach to Competence focuses on achieving outcomes and includes key components:

**Attitudes:** Emphasizing openness, respect for all cultures, and a sense of curiosity and eagerness to learn more about different cultures.

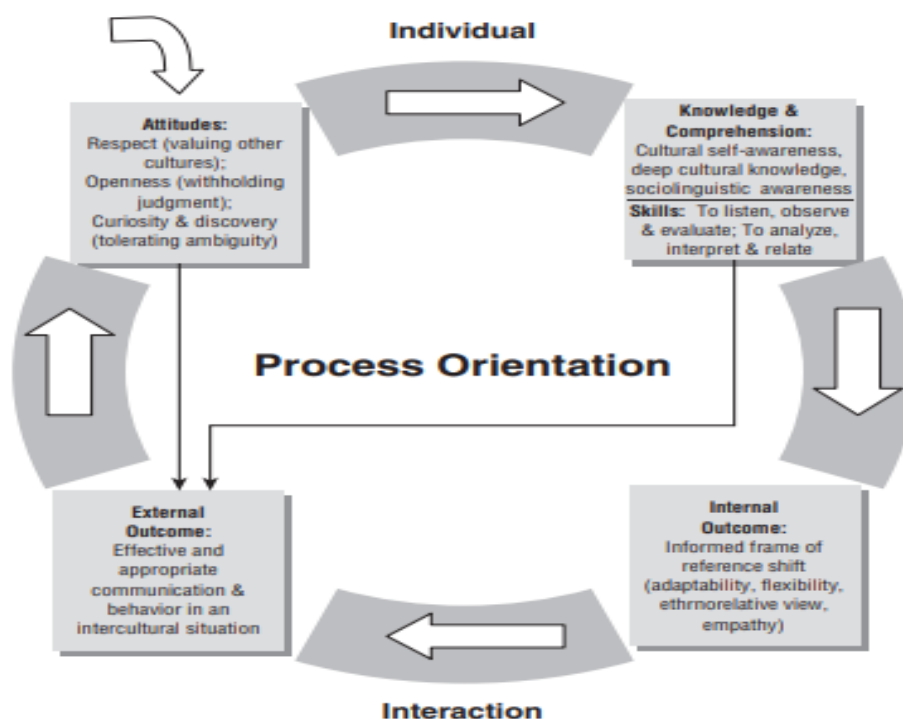
**Knowledge and Comprehension:** Developing self-awareness of one's own culture, in-depth comprehension of cultural differences, including intricate cultural identities, and recognition of how various systems and institutions influence cultures.

**Skills:** Encompassing abilities like active listening, careful observation, critical evaluation, thorough analysis, thoughtful interpretation, and practical relationship building.

**Desired internal outcomes :** Including qualities like flexibility, adaptability, adopting an ethnorelative perspective, and demonstrating empathy.

Desired external outcomes: Focus on successful communication strategies and appropriate behavior in intercultural interactions.

Figure 2. Deardorff's Process Model of Intercultural Competence



Source: (Deardorff, 2006, p. 256)

The models mentioned above of Intercultural Competence provide a perspective that enables them to perceive their interlocutors' complex and multifaceted social identities, as social interaction inevitably involves the negotiation of these identities. Recognizing the heterogeneity and multidimensional nature of cultural identity, both theoretical frameworks offer researchers the opportunity to analyze the development of teacher trainees' competencies across a multifaceted spectrum.

#### Background of the study

Our study was conducted in an international graduate TESOL program in Canada. The program is offered exclusively to international students, most of whom speak English as an additional language. The curriculum focuses heavily on providing a culturally diverse learning environment, as well as authentic teaching and cultural experiences designed to foster students' ICC.

The program spans four semesters, which are completed in lockstep; i.e. students take the same courses together throughout the four semesters, except for elective courses. Students learn theoretical foundations on critical education, teaching methodology, language acquisition, and applied language studies. They also receive extensive teaching practice in practicum placements, which involve observation, team teaching, and independent teaching).

The microteaching sessions took place as part of a professional development course aimed at fostering teacher trainees' plurilingual and pluricultural competence. During the microteaching sessions, teacher trainees taught elements of their home cultures and languages to their peers in a 10-minute lesson. In addition to fostering intercultural awareness, a secondary aim was to prepare students for their teaching practicums by allowing them to gain their initial teaching experience in a supportive environment. Simultaneously, it aims to increase their awareness of their and others' cultures, especially since their practicum teaching experiences will involve students from diverse cultural backgrounds.

Our study aimed to analyze focus group interviews followed by 15-minute teaching sessions. We sought to explore the affordance of microteaching in developing intercultural Competence among participants. The themes of the cultural micro-teaching included the Chinese Zodiac, Chinese Characters, and Persian Cultural Events, Persian Tongue Twisters, an Introduction to the Russian Alphabet, Defining Adjectives with Animals in the Turkish Language. Scholars found Byram's (1997) and 'Deardorff's Frameworks of ICC instrumental in designing the interview questions and analyzing the data.

#### 4. Methodology

##### 4.1. Context and Participants

A typical student of the program is a newcomer to Canada with 2-10+ years of teaching experience. Most of them have undergraduate or graduate degrees in linguistics, English, or education. They are proficient in English, scoring IELTS 6.5 – 8 (most are 7+), and some have had English-medium instruction. Students of the program have diverse cultural and linguistic backgrounds. The cohort participating in this study spoke a wide range of languages, including Persian, Arabic, Mandarin, Cantonese, Bengali, Hindi, Urdu, Spanish, Russian, Georgian, and Turkish.

Of the 55 trainee teachers who participated in microteaching sessions, eight agreed to participate in focus group interviews. Each interview was attended by 3-4 students and lasted 45 minutes to one hour. The interviews were recorded and transcribed for analysis. The researchers collected 50 pages of rich data from these interviews, allowing us to achieve saturation.

##### 4.2. Methods and Results

Each interview began with a series of warm-up questions to help students recall their microteaching experience, as well as to help them get accustomed to the recorder and interviewer. In designing the interview questions, the researchers followed Deardorff's and Byram's models. The questions focused on participants' cultural micro-teaching experiences and included warm-up questions to prepare them for deeper reflection. These questions were structured to elicit detailed responses about various aspects of the micro-teaching session, encompassing attitudes, knowledge, skills, self-awareness, openness, and transformation. Below are sample questions designed for this purpose:

Sample Interview Questions:

Attitudes:

How did teaching your culture/language impact your attitude towards sharing your cultural background?

Knowledge:

What new insights did you gain about your culture/language through teaching?

Skills:

How did teaching improve your ability to communicate complex cultural concepts in English?

Self-awareness:

How has teaching influenced your understanding of your own cultural identity?

Openness:

Have you noticed any changes in your attitude towards cultural differences? How would you describe these changes?

Transformation:

How do you plan to apply what you've learned about intercultural competence in future teaching or personal interactions?

The complete interview protocol is attached as an Appendix to provide a comprehensive view of the questions used during the focus group interviews.

When analyzing these qualitative data, the researchers content analysis based on the principles of grounded theory (Creswell, 2008), encompassing the stages of initial, axial, and theoretical coding. Initially, each researcher independently labeled the data with descriptive phrases while remaining open to all possible theoretical directions. Researchers convened to ensure a consensus on the generated codes. During the axial coding phase, the researchers matched codes against one another, categorizing them by identifying key codes and eliminating redundancies. They collaboratively developed a comprehensive list of categories through this comparison process. In the theoretical coding stage, the researchers further refined these categories, aligning them with "established theories" which included elements from Deardorff's and Byram's models. Finally, researchers based on the comparison identified emerged themes that frequently occurred in the data: cultivating positive attitudes, skills in interpreting, relating, and shifting attitudes toward ethnorelativism and empathy.

According to Byram (1997), attitudes are "foundation of ICC". This component embodies our values, opinions, openness to other cultures, understanding, and ability to suspend one's own beliefs and disbeliefs toward unfamiliar cultures. The study participants showed a positive attitude toward cultural micro-teaching and new cultural insights and experiences. They also revealed potential biases toward other cultures and acknowledged the importance of overcoming them.

The purpose of micro-teaching was raising interest towards the other cultures and maybe fostering positive attitudes because what is foreign to us is kind of, some people can be xenophobic.". Maybe to break the ice between us and others. So, it was probably attitudes, creating good attitudes toward other cultures (1).

Skills of interpreting and relating are the ability to interpret a document or event from another culture, compare, analyze, and relate oral or written texts to each other and try to interpret them from the other's perspective which requires mediation skills. One of the participants who is from Turkey decided to teach Defining Adjectives with Animals in Turkish which was a good example of finding the differences and similarities in different cultures and reflecting on one's own cultural insights from different spectrums. As she had the opportunity to hear different cultural interpretations of defining adjectives with animals, she could explore that some of the adjectives had different explanations in diverse cultures, moreover, they did not have negative connotations at all.



"I think it's important to teach the language, but more importantly is the language is embedded in the culture. So I think in the end, we are trying to express our own culture to the world and I'm very happy to learn. Then I realized that hungry dog is not a bad thing (p.12)."

According to Byram (1997), skills of discovery and interaction include acquiring new cultural knowledge and using the combination of knowledge, attitudes, and skills in fundamental life interactions with people from different cultures. One of the participants from China reflected on her transformation of knowledge and attitudes toward intercultural understanding and highlighted its importance in the Canadian setting and China. Her reflection proves not only the development of skills of discovery and interaction but the critical cultural awareness too, which includes assessment and evaluation of cultural norms, values, and practices, including one's own culture because she discusses the affordance of intercultural competence to bond distinct cultures in China:

"I didn't know the term 'intercultural understanding' before, though I was familiar with 'cross-cultural' and 'multicultural.' One day while talking with my Chinese friends, I mentioned how powerful the concept of intercultural understanding could be, almost like a religion. I explained that if China could embrace this idea—given that there are 56 different ethnic groups, including Han, Tibetans, Mongolians, and others—it could become a much more powerful country. Currently, the situation is more cross-cultural or multicultural, and it hasn't yet reached a truly intercultural level. If it does, I'm sure China will become significantly stronger. Being of Han nationality, I see that there are more than 50 ethnic groups, and often, people don't understand each other. It's a huge challenge (p.30)."

This participant also applies an ethnorelative viewpoint by acknowledging and respecting cultural diversity in her own country, which includes 56 distinct ethnic groups. Her articulation of the transformative potential of embracing an intercultural approach in her country is deeply empathetic and inclusive. Her reflection embodies the ethnorelative perspective of Deardorff's framework by displaying, understanding, and valuing cultural diversity, advocating for deeper intercultural engagement, and a deeper connection and integration among diverse populations.

The reflection of the participant from Iran also proved the application of a shift towards empathy and ethnorelative view (Deardorff) which also resonates with Byram's critical cultural awareness.

"Iranian culture is like an umbrella that has lots of lots and lots of identities onto it. lots of ethnic groups live under that umbrella, and all of them consider themselves as Iranian because our identity is our soil, not the language that we speak, not the religion that we have, because there are lots and lots of ethnic groups with different languages. We have Arabs. We have Turks. We have Lurs, we have Kurds. All of them speak different languages and believe in different kinds of things. But all of them consider themselves Iranians, so it is very important to remember this even within a country...it is very important to respect every identity and to respect the differences (p.31). "

One participant from Turkey reflects on the connection between culture and language, which resonates strongly with several categories from Byram's and Deardorff's models. From Byram's model, Attitudes and Critical Cultural awareness can be distinguished since the speaker highlights the emotional connection and personal ties in their own cultural background expressing respect and critical understanding of the interplay between language and culture. This approach connects with

Deardorff's Desired Internal Outcome, where the curiosity, openness and respect of their own culture implicitly shapes these attitudes towards other cultures.

"Teaching English. Like I teach in subject, it's like neutral. But teaching teaching, uh, culture is something coming from heart? Indeed. You talk about yourself, you put yourself into the concept and it is more interesting to you. To me this more interesting to talk about my culture than talk about English in it because I got my history. I got my family. I got my childhood stories. Everything, embedded in my culture. It's costing your heart. Yeah, It is not English, is not. English is in my brain. "

## 5. Conclusion

In conclusion, the research findings highlight the significant impact of cultural microteaching sessions on cultivating intercultural communicative competence among TESOL trainees. Integrating the cultural elements into microteaching sessions raised the participants' intercultural awareness and ability to communicate these complex concepts effectively in English. The results of focus group interviews revealed that such inclusion can promote positive attitudes towards cultural differences, enhance skills in interpreting and relating diverse perspectives, and foster a deeper understanding and respect for cultural diversity. This approach prepares future language teachers to be more effective educators in diverse environments and serves as a crucial step toward creating more empathetic and culturally sensitive educators. Thus, microteaching with a cultural component is an invaluable strategy in TESOL programs, facilitating the development of essential skills beyond linguistic competence to include crucial intercultural abilities. This study advocates for the continued and expanded use of cultural microteaching to better prepare educators to meet the challenges of global and multicultural classrooms.

## 6. Limitations

The study presents several limitations that warrant attention for future research. First, subjectivity and bias on the part of the researchers could influence data interpretation and outcomes, thus affecting the objectivity of the findings. This is particularly crucial in qualitative research where interpretive analysis is involved. Additionally, the sample selection process may not sufficiently represent the broader population, limiting the generalizability of the results. Efforts to mitigate this could include more rigorous and diverse sampling techniques. Finally, response bias is a significant concern as participants might provide socially desirable answers or misinterpret questions, which could skew the data. Future studies require implementation of robust measures to enhance the validity and reliability of the research findings.

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## **Appendix**

### Interview Protocol

Warm-up questions for the interview:

1. What did you teach in your microteaching session? Why did you choose this topic?
2. How did you plan your lesson for the microteaching session?
3. Can you rate your overall experience with the microteaching session?
4. What was the purpose or idea behind the microteaching experience?

Read the questions first and discuss in your group.

Attitudes:

- How did teaching your culture/language impact your attitude towards sharing your cultural background?
- What challenges did you face in teaching your cultural topic? How did you respond?
- How did teaching your culture/language influence your understanding of other cultures?

**Knowledge:**

- What new insights did you gain about your culture/language through teaching?
- How did teaching deepen your understanding of your classmates' cultural backgrounds?
- How did your teaching lead to new perspectives about cultural similarities or differences?

**Skills:**

- How did you adapt your teaching style for students from different cultural backgrounds?
- How did teaching improve your ability to communicate complex cultural concepts in English?
- How did feedback from peers of different cultures impact your teaching approach and communication skills?

**Self-awareness:**

- How has teaching influenced your understanding of your own cultural identity?
- What aspects of your cultural background were challenging to convey? Why?
- How did teaching help you recognize your biases about other cultures?

**Openness:**

- How has teaching affected your willingness to listen to different viewpoints?
- Have you noticed any changes in your attitude towards cultural differences? How would you describe these changes?

**Transformation:**

- How do you plan to apply what you've learned about intercultural competence in future teaching or personal interactions?

## **How to Engage Students in Writing: The Ways to Get Your Students Excited About Writing through the Use of Interactive Writing Tools**

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### **Abstract**

Choosing the appropriate medium for teaching writing is a crucial task. A growing number of studies on language instruction have begun to examine the role of embedding various educational tools to boost students' engagement in writing. Despite many efforts to get students excited about writing, it remains a daunting task for English as a Foreign Language (EFL) teachers. The modern educational challenge includes tasks of engaging students, stimulating their interests, retaining their attention, and promoting their skills. To enhance writing practices, it is crucial to introduce and incorporate ways to support struggling writers. There has long been controversy over using the traditional pedagogical method of teaching writing skills to students as opposed to boosting their engagement through implementing interactive writing tools. This paper sheds light on reimagining the teaching writing practices and modifying the existing teaching modes. Moreover, it overviews various digital tools and interactive strategies that could stimulate students' interest and involvement in the writing process. The present study aims to investigate the impact of applying Canva, Google Docs, Mentimeter, Mind Maps, Poll Everywhere, Slido, Blogs, Padlet, Slido, and QR codes on enhancing students' engagement in writing activities. In light of this, the paper overviews some educational tools and strategies to create new ways of students' writing experience, since they find the implementation of these kinds of interactive tools and techniques engaging and motivating to get them to write more.

**Keywords:** writing skills, engagement, interactive writing tools, writing practices, strategies

### **1. Introduction**

Teaching writing skills to students is crucial as it fosters effective communication, critical thinking, and creativity. Writing is a fundamental skill that transcends academic disciplines, allowing students to articulate their thoughts clearly and persuasively. Most of students find difficulties in expressing their ideas, interest, experiences, and feeling into written forms. It is noteworthy to mention that strong writing skills are essential in the professional world, where clear and concise communication can influence decision-making and collaboration (Rao & Durga, 2018). National Commission on Writing (2004), also points out that it is a crucial skill for both academic or occupational success. It is believed that writing is a highly complex and mentally challenging activity. It is also one of the core educational skills learned during primary education and continually developed throughout life (Nikcevic-Milkovic, 2016). Similarly, Rena, Musarokah and Priharyanti (2023) perceive that "writing ability can be a challenging task for students. They often find it uninteresting as they struggle to express their ideas" (p.309).

It is noteworthy to mention that by mastering writing, students gain confidence in their ability to express themselves, engage with complex ideas, and participate meaningfully in both academic and real-world contexts. Teaching writing to English language learners (ELLs) presents several challenges, primarily due to linguistic differences. ELLs often struggle with grammar, syntax, and vocabulary, making it difficult for them to express their thoughts clearly and accurately in writing. Additionally, ELLs might lack confidence in their writing abilities, leading to anxiety and reluctance to engage fully in writing activities. Teachers must navigate these challenges by creating a different writing experience. According to Utami and Djamdjuri (2021) "writing is that the mental work of inventing ideas, considering a way to express them, and organizing them into statements and paragraphs that may be clear to a reader (p.154). Therefore, learning writing skills requires acquiring many different aspects, such as knowledge, language skills, imagination, and creative thinking skills.

Changing the way teachers teach writing skills is essential to meet the diverse needs of today's students and to adapt to the evolving demands of the modern world. Traditional methods often emphasize rote learning and formulaic writing, which can suppress creativity and fail to engage students. By adopting more dynamic and student-centered approaches, teachers can foster a deeper understanding and appreciation of writing. Integrating technology, collaborative projects, and real-world writing tasks can make learning more relevant and engaging.

Interactive writing is based on cognitive and sociocultural theories of learning, which is aimed at creating collaborative writing environment through teacher's guidance (Clay, 2001). Personalized feedback and differentiated instruction can address individual student needs, helping them develop their unique voice and style. Such changes not only enhance writing proficiency but also prepare students to communicate effectively in a variety of contexts, thereby equipping them with crucial life skills.

Warschauer (2010) stated that "new digital media have played an important role in the teaching of writing, through both the cognitive era that began in the 1980s" (p.3). Reforming the way writing is taught at schools and universities is crucial for several reasons beyond engagement and relevance.

First, it promotes critical thinking by encouraging students to analyze, synthesize, and evaluate information rather than merely summarizing it. Second, it nurtures creativity by allowing students to explore different genres and styles of writing, moving beyond the constraints of traditional essay formats. Third, incorporating diverse writing tasks that mimic real-world applications, such as blogging, technical writing, and digital storytelling, prepares students for the multifaceted nature of communication in the digital age. Furthermore, collaborative writing activities foster teamwork and peer learning, enhancing social and communication skills. What is more, personalized and constructive feedback using digital tools, as opposed to generic grading, helps students understand their strengths and areas for improvement, fostering a growth mindset. By making these changes, educators can create a more engaging, inclusive, and effective writing classes that not only improves writing skills but also contributes to overall academic and personal development.

## **2. Traditional pedagogical methods for teaching writing skills**



The traditional pedagogical method for teaching writing skills in EFL (English as a Foreign Language) classrooms often centers on a teacher-directed approach, emphasizing grammar rules, sentence structure, and the production of well-formed paragraphs. This method typically involves direct instruction followed by practice through repetitive exercises, such as filling in the blanks or writing sentences using specific grammatical structures. Using irrelevant teaching strategies is the primary reason for the lack of having writing skills (Abhari & Salehi, 2021; Mahmood, 2020).

The focus is primarily on accuracy and correctness, with students often engaging in controlled writing tasks that limit creativity and individual expression. Feedback tends to be corrective, highlighting errors without necessarily providing strategies for improvement. While this method can build a solid foundation in the basics of writing, it may not fully engage students or develop their ability to write fluently and expressively in diverse contexts.

Motivation is a key aspect of writing. Without strong motivation, students will struggle to engage in writing activities. Therefore, it is vital to plan writing classes in a way to address students' interests. One of the studies focused on investigating correlation between the students' writing motivation and the writing ability. It was found out that students' need to be encouraged to express their ideas. Hence, using conventional methods do not guarantee the boost of students' motivation (Aryanika, 2016).

Scholnik (2018) states that "the process of writing has changed due to the increased availability of digital tools that can facilitate the task of writing (p.121). Avoiding the traditional pedagogical method for teaching writing skills in writing classrooms is important because it can hinder creativity and limit students' engagement with the writing process. This method's heavy emphasis on rote memorization, grammatical accuracy, and rigid structures often fails to inspire students or allow them to develop their unique voice and style. It can make writing feel like a mechanical task rather than a dynamic form of communication.

Additionally, traditional methods typically provide corrective feedback that focuses on errors rather than offering constructive guidance for improvement, which can discourage students and diminish their confidence. In a rapidly changing world where effective written communication is key across various platforms and contexts, more flexible, student-centered approaches are needed to cultivate critical thinking, creativity, and the ability to write for different audiences and purposes.

### **3. The significance of integrating technology in writing classes**

Incorporating technology is one of the modern principles in teaching writing. Integrating technology in writing classes is essential to enhance student engagement, creativity, and proficiency in writing. It is believed that using technology in both teaching and learning process can bring tremendous effects, as it could create an enjoyable learning opportunity.

According to Puspitasari et al., (2021), due to the fast pace of technological advancement, teachers must be adaptable in incorporating technology as an instructional media, even though some teachers are reluctant to integrate technology into their teaching methods. In regard to technology integration the TESOL organisation created its Technology Standards Framework for teachers and learners in 2008, which aimed at putting forward the significance of technology-enhanced classrooms, as an integral part of the learning process (TESOL, 2008).

The studies found out that the use of technology tools was an effective resource in helping students develop their writing skills (Aghayani & Hajmohammadi, 2019; Sa'diyah & Cahyono, 2019; Somani & Rizvi, 2018).

Furthermore, Williams and Beam (2019) discovered that the application of technology could increase students' participation and collaboration. It can also decrease students' writing anxiety (Dwiyantri & Arie, 2021). The table 1 below shows Bloom's Digital Taxonomy, which aims at informing teachers how to implement technology and digital tools in order to improve students' experiences, and create a meaningful learning environment . The skills are associated with the taxonomy levels.

Table 1: Bloom's digital taxonomy

<b>Activities with Digital Tools</b>	
<b>Creating</b>	Animating, blogging, filming, podcasting, publishing, simulating, wiki building, video blogging, programming, directing
<b>Evaluating</b>	Grading, networking, rating, testing, reflecting, reviewing, blog commenting, posting, moderating
<b>Analyzing</b>	Mashing, mind mapping, surveying, linking, validating
<b>Applying</b>	Calculating, Charting, editing, hacking, presenting, uploading, operating, sharing with a group
<b>Understanding</b>	Advanced searching, annotating, blog journaling, tweeting, tagging, commenting, subscribing
<b>Remembering</b>	Bookmarking, copying, googling, bullet-pointing, highlighting, group networking, searching

Source: Obiageli,S (2016, May 9). Integrating technology with Bloom's Taxonomy.Arizona State University. Retrieved from <https://teachonline.asu.edu/2016/05/integrating-technology-blooms-taxonomy/>

Technology provides diverse tools and platforms that facilitate interactive and collaborative learning experiences, such as online writing forums, blogs, and digital storytelling applications. These resources allow students to publish their work and receive feedback from a wider audience, fostering a sense of purpose and real-world relevance. Additionally, technology can support personalized learning by offering tailored writing exercises and instant feedback, helping students improve their skills at their own pace. It also encourages the development of digital literacy, an increasingly vital skill in the modern world, by familiarizing students with various digital formats and online research techniques. Purcell, Buchanan and Friedrich, (2013) point out that "a survey of 2,462 Advanced Placement (AP) and National Writing Project (NWP) teachers finds that digital technologies are shaping student writing in myriad ways" (p.2). Moreover, 50% teachers state that today's digital technologies make it easier for them to shape or improve students' writing skills. In a similar study, Ghahri et al. (2015) also explained the role of technology in fostering students' writing skills as well as their enthusiasm for learning. Hence, it creates more dynamic approach than using traditional methods. Overall, integrating technology enriches the writing curriculum, making it more dynamic and aligned with contemporary communication practices.

#### **4. Overview of digital tools to make writing classes interactive**

Using Canva in writing classes offers several advantages that can significantly enhance the learning experience. According to Musarokah and Priharyanti (2023) the quality of students' writing can be significantly improved by using Canva as a technological medium.

Firstly, Canva's features enable students to create visually appealing presentations, infographics, and digital stories, which can make their writing projects more engaging and impactful. This visual element helps students to better organize their thoughts and present information clearly (Hadi et al., 2021). Since it offers different designs, the students' imagination skills could also be promoted. Secondly, Canva encourages creativity by allowing students to experiment with different design elements, layouts, and multimedia, fostering a more dynamic and interactive approach to writing. It becomes even more engaging because students can use various provided templates to design their writing. Canva also helps students organize visuals, pictures, graphics, and other accessible features, which boosts their motivation to write.

Moreover, Canva can facilitate collaborative projects, as it allows multiple users to work on the same design in real-time, promoting teamwork and peer feedback. It can be easily accessed by mobile phones and computers. Due to its shareable feature, the students working on the same project can easily track each other's work, and can comment on it.

Additionally, Canva's extensive library of templates and resources can serve as inspiration and support for students who might struggle with the initial stages of the writing process. Using Canva helps students develop digital literacy skills, which are increasingly important in both academic and professional contexts, by familiarizing them with modern design and communication tools. It was concluded by Rena, Musarokah and Priharyanti (2023) that "the students feel positive in using Canva application as a tool in learning writing skills. They also become satisfied with Canva's usability, accessibility, and suitability to support English writing skills." (p.309). The study aimed to find out students' perceptions of using the Canva application as a tool for learning writing skills. According to this study, it could be stated that Canva is not helpful only for enhancing their writing skills, but also understanding complex information as well as improving to focus on writing tasks (Rena, Musarokah, & Priharyanti, 2023). Hence, using Canva encourages creativity and motivates students to express their ideas (Christiana & Anwar, 2021; Andriyanto et al., 2021; Hadi et al., 2021). A similar study revealed that students' motivation in writing classes was boosted after incorporating Canva into the teaching and learning process (Utami & Djamdjuri, 2021). Similarly, it was discovered that the students were more enthusiastic about writing procedures, as all students could actively engage by commenting on their group work throughout the process (Fauziyah et al., 2016).

Incorporating Google Docs and Padlet into writing classes offers numerous benefits that can enhance collaboration, creativity, and organization. Google Docs provides a collaborative platform where students can simultaneously work on writing projects, allowing for real-time peer editing, feedback, and revision. This fosters a sense of community and encourages students to actively engage in the writing process, leading to deeper learning and improved writing skills. Additionally, Google Docs offers powerful features such as commenting, suggesting edits, and version history, which streamline the feedback and revision process for both students and teachers. On the other hand, Padlet serves as a versatile digital canvas where students can brainstorm ideas, organize research materials, and share multimedia content related to their writing projects (Wong & Yunus, 2020). It promotes visual thinking and creativity, allowing students to visually map

out their thoughts and collaborate in a visually engaging manner. Furthermore, Padlet offers customizable layouts and privacy settings, making it adaptable to various writing tasks and classroom settings. Since interactive writing implies having students engaged in planning, revising, and editing a group text, using Padlet facilitates organizing a cooperative working environment, where students are able to give peer feedback (Clay, 2001; Jun 2008). Correspondingly, using Padlet as a pedagogical tool encourages active participation and sharing of ideas among students (Deni & Zainal, 2018).

Overall, integrating Google Docs and Padlet into writing classes provides students with powerful tools for collaboration, organization, and creativity, ultimately enhancing their writing skills and fostering a more dynamic and engaging learning environment. A study by Yulia, Husin, and Anuar (2019) found out that using Padlet in writing class allows online assessment that is much more interactive compared to traditional paper-based assessment. What is more, those students who were involved in online assessment showed higher scores. The students also show more interest in finishing their work, as this process is associated with the stress-free feedback session. In a similar study, it was concluded that the use of Padlet allowed teachers to review and track students' writing progress. The students also enjoyed the assessment part (Jong & Tan, 2021).

Using Blogs in writing classes can revolutionize the learning experience by offering students a platform for authentic expression, audience engagement, and digital literacy development. It also has a positive impact on boosting students' confidence, as they can make a choice and create an interesting content themselves. In regard to this, the researchers found out that the students have a positive attitude toward using blogs in writing class as a medium (Sanjaya, Apriani, & Edy, 2020). Blogs provide students with an authentic audience beyond the classroom, motivating them to produce high-quality writing that is relevant and meaningful. Knowing that their work will be read by peers, parents, or even a wider online community encourages students to take ownership of their writing and strive for excellence. Aryanika (2016) points out that "the most effective learning of writing ability is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out-of-class life" (p.39). Similarly, it is perceived that using blogs in writing classes could support students to improve the quality of their work (Fellner & Apple, 2006).

Additionally, through managing their own blogs, students develop important digital literacy skills that are increasingly essential in today's digital age. Blogging could also encourage reflection and critical thinking as students write posts, respond to comments, and engage in discussions with their audience. Consequently, incorporating blogs into writing classes empowers students to become confident and reflective who are prepared to navigate the complexities of communication in the 21st century.

Implementing Mentimeter and Poll Everywhere in writing classes can significantly enhance student engagement, interaction, and understanding of writing concepts. These interactive polling platforms offer various features such as quizzes, word clouds, and open-ended questions, which can be integrated into writing activities to gauge student comprehension, gather feedback, and stimulate discussion. In a study, García (2022), explored using Mentimeter to enhance writing skills through the implementation of various tasks. The students found the tasks using this polling platform, meaningful and useful. Besides, students' engagement and motivation increased, which had a positive impact on developing their writing skills. By

incorporating real-time polls, teachers can quickly assess students' prior knowledge, misconceptions, and areas of interest, allowing for more targeted instruction and differentiated learning experiences. Additionally, these platforms promote active participation and collaboration by enabling students to respond anonymously, share their opinions, and see instant visualizations of their peers' responses. This fosters a sense of community and encourages students to actively engage with writing concepts, making the learning process more dynamic and interactive. Furthermore, Mentimeter and Poll Everywhere offer flexibility in terms of device compatibility and access, allowing students to participate using their smartphones or computers, regardless of their location. Hence, integrating polling platforms in writing classes can transform traditional lectures into engaging, student-centered learning experiences that promote deeper understanding, critical thinking, and collaboration.

Using Mind Maps in writing classes offers an effective way to brainstorm ideas, organize thoughts, and plan writing projects. Mind maps could be created online using different websites. In Wahyu's (2019) study "it can be concluded that the use of mind mapping technique in learning writing is effective to increase students' engagement and interest" (p.247). Mind maps provide a visual representation of interconnected concepts, making complex ideas more manageable and facilitating creative thinking. By allowing students to visually map out their ideas, mind maps can help overcome writer's block and stimulate creativity, leading to more dynamic and well-structured writing. Besides, mind maps promote active engagement and metacognition as students actively participate in the process of organizing and connecting ideas. A similar view is shared by Buzan & Buzan (2002) regarding the effectiveness of using mind maps. It is believed that they are great route maps for the memory and help students organize their ideas better. The benefits of using mind maps include: being more creative, saving time, concentration, communicating, planning, looking at the whole picture, and remembering things better. To use mind maps in writing classes effectively, teachers can incorporate them into various stages of the writing process. Mentimeter and Poll everywhere could be used for creating mind maps. Initially, students can use mind maps to brainstorm ideas and generate content for their writing assignments. During the planning phase, students can use mind maps to organize their thoughts and create outlines for their essays or stories. Mind maps can serve as a visual roadmap, guiding students through the writing process and helping them stay on track with their ideas. Additionally, teachers can encourage students to revise and refine their mind maps as they progress through the writing process, incorporating new ideas and making adjustments to their plans as needed.

Integration of QR codes in writing classes can offer a unique and innovative way to enhance student engagement, facilitate peer collaboration, and promote interactive learning experiences. QR codes can be used in various creative ways to supplement writing assignments and activities. Teachers can use QR codes to provide students with access to additional resources, such as articles, videos, or interactive tutorials related to writing topics. This allows students to explore the content, and broaden their perspectives.

Moreover, QR codes can be used to share student work, allowing peers to provide feedback and engage in collaborative writing exercises. For instance, students can create QR codes linked to their writing pieces and display them around the classroom. Peers can then use their smartphones to scan the QR codes, access the writing samples, and provide comments

or suggestions using digital tools. This fosters a sense of community and peer interaction, as students actively participate in the writing process and learn from each other's work.

QR codes could be linked with the digital tools discussed above. They could be integrated into writing portfolios or project presentations. Teachers can generate QR codes in order to make a writing process more interactive. For instance, brainstorming, feedback, revising stages could be planned using already mentioned digital tools. The students can scan the codes, and easily access the tasks. Altogether, using QR codes in writing classes can transform traditional writing assignments into dynamic and interactive learning experiences.

## 5. Conclusion

Many educators and researchers have advocated for teachers to integrate digital technologies into their teaching. However, there is a growing concern that teachers are not adopting these new technologies (Pearson & Somekh, 2006). Integrating technology in writing classes offers numerous benefits that extend beyond engagement and skill improvement. Technology can make the writing process more accessible and engaging, integrating tools such as Canva, Google Docs, Mentimeter, Mind Maps, Polleverywhere, Slido, Blogs, Padlet, or QR codes. Using ineffective learning techniques or irrelevant strategies can make the learning process boring. Therefore, transforming the way writing skills are taught in classrooms, especially for English language learners, is essential for fostering effective communication, critical thinking, and creativity. Traditional pedagogical methods often limit student involvement and discourage creativity, making writing feel mechanical rather than dynamic. Instead, adopting more flexible, student-centered approaches using digital tools can enhance writing proficiency and confidence, preparing students for real-world communication. Integrating technology into writing classes further enriches the learning experience, offering interactive, collaborative tools, and personalized learning opportunities. It also prepares students for the digital demands of the modern world, making the teaching of writing skills more interactive, engaging, and effective.

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**The Issue of Universals in Relation to Phonetic or Phonological Changes**

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**Abstract**

The study presented below concerns the topic of universals in relation to phonetic or phonological changes. It examines the early stages of sound change, related to extralinguistic factors such as climate, geographical location, or speaker's physiognomy. Scientists are generally reluctant to explain sound changes by extralinguistic factors. However, they are more widely accepted in The Substrate Theory. American linguist Leonard Bloomfield, and other followers of The Theory of Structuralism, believed that the attempt to explain the reasons of sound change was futile. The members of the Prague Linguistic Circle completely rejected extralinguistic factors and attempted to explain Lingual changes based on a linguistic system. Similarly, to Neogrammarians, they didn't consider the Phonetic Laws blindly, nor as randomly as Saussure did. They saw it as something purposeful.

This study reviews the concept of Chain Shifts as well as different viewpoints concerning the issue. It is noted that there is no consensus among scientists regarding the stimulating tendencies of sound changes, although the issue of universals concerning phonetic or phonological changes is interesting. This issue is discussed in linguistics both on the synchronic and diachronic levels. Universals can help explain sound change by reducing the number of possible sound changes to a finite number.

We can consider tendencies such as making an asymmetric system symmetrical, simplifying pronunciation and articulation of words and unification as Universals. Although the search for them has not yet solved the problem of explaining sound change, the crucial thing it has proved is that sound change doesn't happen at random.

**Keywords:** Phonetical-Phonological changes, Universals, Extralinguistic Factors, Structuralist Linguists.

**Introduction**

The early explanations of Sound Change are correlated to Extralinguistic factors, such as climate, geographical location and the physiognomy of the speakers. For example, in the case of Anlaut - the frontal position of a vowel in a word- the transition of Germanic voiceless sounds to affricates - p > pf, t > ts, k > kx - was explained by some linguists with the Alpine Climate, because, according to their observations, it took place more in mountainous regions: in southern Germany, Austria and Switzerland. in Switzerland. As Russ points out, many serious linguists have shared this view (Russ, 1996: 333). Jespersen noted that the affrication of occlusives was not limited to mountainous regions, in particular, in Copenhagen Colloquial Speech there was a strong tendency to affricate the t consonant before a vowel in the initial position (Jespersen, 1922: 2560).

Scientists are generally reluctant to explain sound changes by extralinguistic factors. However, they are more widely accepted in The Substrate Theory. American linguist Leonard Bloomfield, and other followers of The Theory of Structuralism,

believed that the attempt to explain the reasons of sound change was futile. The members of the Prague Linguistic Circle completely rejected extralinguistic factors and attempted to explain Linguistic changes based on a linguistic system. Similarly to Neogrammarians, they didn't consider the Phonetic Laws blindly, nor as randomly as Saussure did. They saw it as something purposeful. They thought that there may be different purposes for why sound changes occur in one language or another. For example, why certain peripheral phonemes (in English) or phonemes with less function (In French) were lost? Why did Phoneme Merge occur in the French language, etc. One such aim is the tendency to make an asymmetric system symmetrical (Russ, 1996: 334).

Martinet, who shared the views of the Prague Linguistic Circle, introduced the concepts of "push chain" and "drag chain". When a phoneme moves in one direction and approaches a second phoneme, for example, if /A/ > /B/, the latter also moves in the direction of another phoneme /B/ > /C/. Hence, we get a chain reaction- /A/ pushes /B/ toward /C/. The second possibility, according to Russ, is the merging of /A/ and /B/ (Russ, 1996: 335): If we take three phonemes - /A/ /B/ /C/, we will see that, at first the latter moves away from /B/, causing /B/ to be dragged into the space vacated by /C/ and then /A/ moves in the space retracted from /B/ (Martinet, 1952: 5ff; 1955: 48ff). For example, in Old High German there were two dental consonants /d/ and /t/. The latter morphed into /t/, after which /d/ changed to /t/, i.e. /d/ took the place vacated by /t/ (Panzl 1975: 86). This chain reaction is referred to as the "drag chain."

Such an approach to sound change has been shared by many linguists, including Weinrich (1958: 5ff), Although it has had its fair share of critics, especially among Generative Grammarians. King assessed both theories as only a tendency (King, 1969: 191ff), which was not universally spread. He writes: "If there is little risk in being cynical about the emergence of phonological change, there is also very little benefit. In fact, linguistics has much to lose because the cause of phonological change is beyond principled inquiry' (ibid.: 1900). There are Asymmetric Phonetic Systems in different languages. For example, many dialects of High German and Central German have two Front Vowel Phonemes /e/ and [ɛ], but only one Back Vowel Phoneme /o/. Scientists note that in some cases the sound changes can be explained, but many changes cannot be deciphered.

Postal made a particularly harsh point. He writes: "For languages, there is no more reason for change than for automobiles, which may have fenders added one year and removed the next, or jackets, which may have three buttons one year and two the next" (Postal, 1968: 283). However, there are different points of view among the representatives of this school.

According to Kiparsky, sound changes are limited by a strong mechanism protecting Functional Differences, namely, it should not lead to the disruption of the markers of Grammatical Categories (Kiparsky, 1972: 224), which is an idea worth considering.

Refnald focuses on the directions of change: what is possible and what is prohibited. For example, in the chapter on Sound Changes, he lists the following possible and prohibited changes. a. [k] > [tʃ] (\*[tʃ] > [k]) b. [p] > [f] (\*[f] > [p]) c. [u] > [y] (\*[y] > [u]) d. [z] > [r] (\*[r] > [z]) e. [ts] > [s] (\*[s] > [ts]) f. [l] > [w] (\*[w] > [l]) (Litt, 8.6). In this scheme, for example, [k] can give us [tʃ], but not vice versa (Refnaldi, 2017: 8.6).

The Lucknow University (India) website provides some considerable information about sound change in the form of theses under the heading "Types of Sound Change," which explains that sound change mostly occurs in order to simplify

pronunciation and articulation of words, and then lists the types: Insertion or Addition of a sound (which in the Georgian scientific literature, is formulated as the emergence or the development of a sound), the same as Epenthesis. In addition, it indicates – Anaptyxis- an occurrence of sound development to simplify the consonant complex between two sounds. The loss of a sound in a word is also explained by simplifying the articulation, and its types are listed according to the place of a loss: Apheresis (at the beginning of the word), Syncope (in the middle of the word), Apocope (at the end of the word). The types of sound change also include Assimilation (with its types: Progressive, Regressive, Partial, and Complete), Dissimilation (similarly with its own types) Metathesis, and Haplology.

## Conclusion

There is no consensus among scientists regarding the tendencies stimulating sound changes, although the issue of Universals in relation to phonetic or phonological changes is interesting. Often similar events are documented in different languages. For example, the raising of long and mid vowels led to Diphthongization in English, Dutch, German, etc. (Lass, 1976).

Terry Crowley begins his chapter on Types of Sound Change with the following words: "It may not be particularly surprising to learn that all languages change over time, but you may be surprised to learn that different languages change in significantly the same way" (Crowley, 1992: 36). He cites the example of the /p/ sound changing to [w] in completely different languages. The scientist does not mention the word "universalia", but talks about the general directions of change. Among the types of sound change, it first mentions weakening and indicates the main trends that are observed during this change: The first is the direction from a relatively strong sound to a weak sound, and states that such a change is more likely than the reverse. It is true that the opposite also happens but to a lesser extent. He considers voiced consonants in relation to unvoiced ones, as well as consonants in relation to semivowels, front and back vowels in relation to middle vowels, etc. as strong sounds. Sh. (ibid., 37).

It is noted that there is not an infinite number of sound changes, but a finite one. It may be possible to describe them, but it will not be possible to explain them all. According to Neogrammarians, sound laws were fixed in one place and one dialect at one time. Consequently, they did not believe in the universal nature of sound change. It was universal for them that the sound laws had no exceptions.

The issue of universals is discussed both at the synchronic and diachronic levels. This has mainly taken the form of characterizing the possible forms of linguistic change and the constraints they are subject to (Kiparsky, 1972; Vennemann, 1982: 149-54; Labov, 1994). Universals can help explain sound change by reducing the number of possible sound changes to a finite number.

A sound change is considered "explained" if it is attributed to a more general process. Sound change is also considered as an occurrence consisting of a set of meta-rules: be it palatalization, nasalization or others, from which the language chooses one, which, given the specific constraints of the language, develops in a certain way. For example, if a language palatalizes a consonant, it will first affect the velars, then the dentals, and finally the labials. It does not affect labials only, or dentals only. Consonants are palatalized first before high-stress front vowels, then before mid-stress front vowels, and finally before

low-stress vowels (Chen, 1973). For example, Italian palatalized Latin k only before high and mid-stress front vowels: Latin *civitatum*, *centum*, Italian *città*, *cento*, but not before low vowels: Latin *cantare*, Italian *cantare*. This rule also has exceptions. Another approach to the problem of universals was to establish a hierarchy of universals according to their strength. For example, if Obstruents are dropped or reduced, velars are most likely to be dropped first, then dentals, and finally labials (Foley, 1977: 28). Lass and Anderson, while studying Old English Obstruents (Lass and Anderson, 1973: 183-87), came to a different conclusion. When unvoiced consonants are weakened to fricatives, the rule is first the dental, then the labial, and finally the velar. Russ points out that this search for universal hierarchies is still very speculative and more detailed studies are needed for a firmer foundation (Russ, 1996: 341).

Research is needed for a firmer foundation (Russ, 1996: 341).

According to Russ, the search for universals has not yet solved the problem of explaining sound change, although the important thing that the search for universals has shown is that sound change doesn't happen at random (*ibid.*: 342).

Much more could be written about the opinions expressed in the scientific literature, but we think this is enough to paint the picture.

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**Text as a Multi-dimensional Phenomenon**

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**Abstract**

The development of Linguistics includes a lot of impressive and significant changes. In modern Linguistics Interdisciplinary approach is crucial and of utmost importance. The consequences of these changes led to actualizing the things related to human perceptions such as culture and civilization. In this case, the text as a linguistic dimension should be mentioned. Any discourse (any texts) belongs to a particular speaker, or discourse agent, which implies not only the addressee but also its addresser. The addressee can be generalized or given in plural form, it can also exist in space and time, it can be imaginary or addressing to themselves. Any kind of discourse is characterized by the elements relevant to fiction including the author, the text, and the listener. Discourse is considered to be the speech-actualization in verbal communication. The text phenomenon has always been studied, but it became a term in the linguistic paradigm and acquired its communicative meaning only in the 20th century. It has expanded text understanding as the linguistic dimension of discourse. That's why anything that has a communicative purpose is regarded to be a text. The paper deals with discourse analyses. Their functions and significance in learning process.

**Keywords:** linguistics, discourse, interdisciplinary approach, paradigm

**Introduction**

Throughout the history of human communication, the text is considered to be a cornerstone. It contains a set of meanings, functions, and interpretations. It depicts the way we perceive, interact, and comprehend the world around us. From literature to scientific papers, from social media posts to legal documents, text involves diverse roles. In essence, the text is a multi-functional phenomenon that reflects human cognition, culture, and society.

Furthermore, text is a means of expression that allows individuals to articulate their thoughts, feelings, and experiences. It also plays a crucial role in constructing social reality and identity. Language, as manifested in text, reflects and perpetuates cultural norms, values, and ideologies, that help us shape our perceptions of ourselves and the world around us.

The mankind has been interested in studying the text since ancient time. It became the term only in the 20th century, during linguistic paradigm and it is still expanding. It has already overcome the border of linguistics and got universal significance. By the 1960s, linguists mostly explored phonological, morphological, lexical, syntactic and semantic features of languages, but step by step the focus of study switched to text exploration. A new perspective in understanding texts developed and a new approach has been turned towards the pragmatic aspect of linguistics.

The text was no longer construed as an isolated linguistic phenomenon. It is no longer studied by linguistic means as an exclusively linguistic unit. It is the core of communication and such communication is conducted via a social communicative act.

The development of cognitive linguistics changed the understanding of language and texts, i.e. text analyses resulted in knowledge of mental concepts and models in linguistic structures.



Texts are made up of a certain inventory of linguistic signs forming a code, and it can be divided into sub-codes. The code includes the rules of linking signs and their meanings.

Brinker (2014:17) claims that the text is a number of linguistic signs that are liable to grammatical and thematic coherence and at the same time have a certain communicative function.

The text is also a result of people's linguistic activities involved in social interaction, and these activities depend on the cognitive evaluation of the participants in the communication process, and they use all sorts of the recipient's knowledge.

Brinker claims that texts are analyzed at three levels.

The first level is a communicative and pragmatic level which observes the text function during the communication process. The form of communication refers to the type of media used for the text production, i.e. media transmit a signal from the sender to the recipient of the text. According to this definition, we can differentiate various types of communication. These are dialogue, phone call, TV program, letter, newspaper article, flyer, advertisement, poster, book, e-mail message, SMS message, etc. It means that they do not have clear boundaries and therefore Brinker recommends to analyze the texts through genres and the form of communication.

The second or thematic level of analysis is related to the text structure.

The theme of the text is a set of themes of particular parts of the text, where thematic hierarchy is established. It means that the themes of particular parts of the text, for the sake of understanding the whole text, undergo hierarchical evaluation.

Currently known modes of theme development are descriptive, narrative, explicative and argumentative.

So, the sender's attitude to the text theme is also important. This relation or the sender's attitude can be, for example, evaluative and they differentiate positive and negative evaluations of the statement.

The third or linguistic-stylistic level includes syntactic-semantic relations of the text. These relations may include recurrence and repeated use of linguistic units in the sentences.

Language is a tool for communication. People express their ideas, emotions, and knowledge about the world through language, however, linguistic communication is not achieved by individual units of language, such as sounds, words or sentences.

Text is produced and interpreted between people in certain context because communicators use language to communicate with others.

The individual units of language consist of sounds, words or sentences. However, for linguistic communication people do not use these individual units separately. They communicate through these language units. The combinations of language units are called texts in linguistics. But what is text? Cambridge Dictionary defines the term "text" in several ways:

(<https://dictionary.cambridge.org/dictionary/english/text>)

1. the written words in a book, on the internet, etc., rather than the pictures:
2. a short-written message that you send or receive using a mobile phone; a text message:
3. written or printed material:

Different linguists have different opinions about the definition of this term. According to Halliday & Hasan text is —any passage, spoken or written, of whatever length, that does form a unified whole.

Sometimes even a single word can be considered to be a text. When it expresses some meaning. The combination of some sentences can be called a text. Somehow, it's true but the main thing is if these sentences are logically connected. If these language units aren't coherently related to each other, they are just a set of words, not a text. How can we distinguish text from non-text? They claim that a semantically coherent text must have texture. If a passage containing more than one sentence is perceived as a text. Now compare the following examples:

(1) she is a good student. She is the first one in her class.

(2) she is a good student. There might be a coincidence.

Obviously, (1) is a text because the second example gives the pertinent information and transforms a whole meaning that she is excellent. However, in example (2), both of the sentences are grammatically correct, but as a paragraph, it makes no sense as they are semantically incoherent. According to Halliday & Hasan, it can't be considered to be a text as it has no texture.

Text can be studied from different factors. For example: form, structure, or function must be taken into account. In structure, text is a unit of language above the sentence. From a linguistic point of view, the elements of language can be considered as the following hierarchical order:

morpheme → word → group or phrase → clause → sentence → text. However, sometimes one word or even a morpheme can be called a text, for example, the signal —Exit in the building or —Fire when someone calls for help.

According to different contexts, the meaning of the language varies. The same language unit has different meanings in different contexts. For example, the word —water has different meanings in different occasions.

(3) He drinks water. (in this context— water is a noun)

(4) He waters flowers in the morning. (in this context— water is a verb.)

### **Methodology**

In this study, I employed the literature review method. The information was gathered from a number of resources. The research methodology implies an interdisciplinary approach, in this particular case, the survey is carried out on the basis of data analysis of Linguistics and Cultural Linguistics.

### **Conclusion**

In various aspects of human behavior, existence, work, and communication, diverse understandings of the world and language come into play. This understanding varies significantly due to the uniqueness of individuals and their personalities. These differences come from various emotional states influenced by social, political, educational, mental, geographical, climatic, situational, and communicational experiences. In spite of using the similar language structures—morphological, syntactical, semantic, and lexical—the interpretation of a text differs among individuals. A text doesn't convey the same information to everyone. Let's say; you received a short message from your friend "I'm fine" If your friend usually shares a lot of details and emotions, but suddenly sends this short message, you might interpret it as if she is upset or trying to hide something. On the other hand, if your friend tends to be more reserved in their communication, you might assume that everything is okay. The same text can convey different meanings depending on the reader's interpretation, influenced by their understanding of the sender, their relationship, and the context. Overall, understanding language and communication

through texts is a gradual, unconscious process developed over time and through experience. In order to substantiate the abovementioned, we can say that texts and text genres do not exist without understanding the context.

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### **The Attitude of School Students Toward Healthy Lifestyle**

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#### **Abstract**

A healthy lifestyle is becoming more and more popular around the world including in Georgia. At the same time, many school students depend on gadgets and online games, smoke cigarettes, and take drugs. The aim of the research is to explore the attitude of school students living in Georgia toward a healthy lifestyle which includes physical activity, eating healthy food, having healthy hobbies, etc. 75 school students aged 13 – 18 years participated in the research. A quantitative research method – a survey using as a tool a semi-structured questionnaire – was applied. As the study revealed, most of the respondents try to lead a healthy life and having a healthy lifestyle is a priority for them. However, the study revealed that the respondents think that for many young people leading a healthy lifestyle is not a priority. The majority of the respondents are involved in physical activity and are aware that smoking, drinking alcohol, using drugs, being dependent on gadgets, and spending too much time playing online games are not good for their health. Most of the respondents have a negative attitude toward dependence on gadgets and online games, smoking, alcohol, and drugs. The respondents think that some school students lead an unhealthy life due to peer pressure and personal problems. According to them, those school students who lead a healthy life, they just like to take care of their health.

**Keywords:** Healthy lifestyle, school students, attitudes

#### **Introduction**

More and more people started to be involved in physical activity in modern times. Also, healthy eating has become a priority for many people. It was interesting while starting to work on the topic, if these trends were also popular among young people, who go to school. It is known that at some age school students try some unhealthy issues, such as smoking cigarettes, drinking alcohol, using drugs, playing online games, spending much time in front of screens, etc. So, the goal of the study was to explore what kind of attitudes school students would have toward a healthy lifestyle. In general topic is actual and very modern, not studied in details, so the research implies some novelty for Georgia.

The research questions implied the following topics: How do school students understand healthy lifestyles? Also, how much is a healthy lifestyle priority for them? Moreover, what kind of attitudes towards healthy lifestyles do school students have? Furthermore, to what extent are they aware of the harmful side of cigarettes, alcohol, drugs, playing too many online games, and being dependent on gadgets? What kind of attitudes do they have towards gadgets, online games, alcohol, drugs, and cigarettes? Why do school students try to live healthy lifestyles, what factors support their behavior? Why school students lead unhealthy lifestyle, what factors contribute to live unhealthy lifestyle.

### Literature review

According to the study *The Research of Youth: Independent Generation of Georgia* (funded by the Friedrich Ebert Foundation) the young people named the most important values for them, such as taking responsibility - 95%, Independence - 95%, and Successful career - 93%, Healthy eating - 91%, Taking care of their appearance - 88%, Sport - 82% (Friedrich Ebert Stiftung, 2023).

Moreover, according to the study done by Youth Agency – *The Challenges and Needs of Young People* which was done in Adjara (Batumi), Mtskheta-Mtianeti, Samtskhe-Javakheti and Qvemo Qartli, 45% of the respondents share the importance of healthy living. In qualitative research the issue of to make healthy lifestyle popular raised as an important issue for young generation. According to the study, most usage of cigarettes, drugs, alcohol, and online games was presented in Adjara, Batumi. As a conclusion can be said that most of the study respondents are not involved in physical activity, and the reasons for that are lack of motivation, limited resources (Friedrich Ebert Stiftung, 2021).

In terms of the National Youth Study done by UNICEF Georgia, young people aged 15-29 are not so actively engaged in physical activities. Only, 17,5% of respondents go regularly on some physical activity. It is worth mentioning that male respondents are more involved in sports than females. Also, in cities were more respondents engaged in physical activity, than in villages. 39,3% of young people does not want to be involved in physical activity. The barriers for starting some exercise are following: limited time, financial challenges and infrastructural problems in regions. The young people who are involved in sports activities, take care of their health. 21,6% of young people identify themselves as smokers. The age when young people start to smoke is 17 years. The 40% of male respondents say that they smoke regularly some drugs, while this percentage in women is 4% (UNICEF Georgia, 2014).

According to one study, there was developed and then implemented special health course Life101 including the following topics: changing bad behaviors and habits, stress, stress management, Nutrition Dos and Don'ts, Bad Drugs on College Campuses, Move and Exercise, Emotional Intelligence, Volunteering and Mindful Service, Money Management, Social Responsibilities. Such lifestyle courses for students lead to long-lasting behavioral changes, increased personal and professional success, decreased dropout rates, and reduced on-campus and off-campus healthcare costs by lowering lifestyle-related diseases (Jafari, 2017).

People who regularly exercise, besides the major motivation to be healthy and physically active, there is another factor why people work out – social relationships, friendships, desire to be attributed to some community, to socialize and in general have communication. Also, studies show that people who exercise regularly have higher self-esteem and lower anxiety levels (Sopa, 2018).

Another study aimed to analyze the relationship between different lifestyle habits and academic performance of 7th and 6th-grade school students. These lifestyle habits included diet, sleep, exercise, use of screens, and using toxic substances. The study revealed that there is a significant connection between eating breakfast regularly and academic performance. The study also showed that having a healthy breakfast including fruit, vegetables, and fish translates into good academic performance. Moreover, according to the study there is an association between exercising and better academic performance. Also, the study proved that using different toxic substances reduces cognitive activity and has bad influence

on academic performance. So, in general study results reveal that there is association between healthy lifestyle habits and academic performance (Sánchez-Hernando, B. et al., 2021).

### **Methodology**

Regarding methodology it was used quantitative method, precisely, as a tool was used semi-structured questionnaire which was sent to school students. 75 school students aged 13 – 17 participated in the survey from Tbilisi. The quantitative method was used to find out the general attitudes of school students toward a healthy lifestyle, but for future development of the study, it would be more effective to add some qualitative data.

### **Results**

On the questions about how school students understand a healthy lifestyle and what it means to them, the answers of the majority of the study participants included: eating healthy food, being involved in physical activity, doing some sports, sleeping well, minimizing screen time, drinking sufficient water, and not smoking or taking drugs.

For 60% of the respondents, it is more or less a priority to lead a healthy lifestyle and for 36% it is a great priority to lead a healthy life. Therefore, on the whole, it can be said that for the participants it is a priority to lead a healthy lifestyle.

Moreover, 54.7% are involved in physical activity and 36% of participants plan to start some physical activity. On the question, if there was a chance at their school to choose a sport the majority of respondents – 78.7%, answered, that they would be interested. The respondents would choose football, basketball, volleyball, tennis, Pilates, swimming, etc. Every respondent named one or two sports fields, and it can be observed that the school students are interested in physical activity. 45.3% of the respondents try to eat healthy food, while 36% of the participants answered that although they eat everything, they try to control their weight. To their mind (45.3%), eating healthy food is good for getting all necessary vitamins, also 30.7% think that this is important to prevent other health issues.

The largest group of the respondents – 57.3% - consider, that they are dependent on gadgets and 37.7% say that they are more or less dependent, although the majority of the school students (66.7%) think that dependence on gadgets is harmful for health.

Almost half of the respondents (46.7%) answered that they more or less play online games, but almost as many (42.7%) have never played online games. 48% of the school students answered that often playing online games is harmful. On the question of what kind of attitudes, the school students have toward smoking, the majority of the respondents (86.3%) say that they have a very negative attitude toward it. The majority (90%) of the participants say that smoking cigarettes is harmful to health. More than half of the respondents (63.9%) answered that they have a negative attitude towards alcohol, and 68% think that drinking alcohol is harmful to health.

Regarding taking drugs, the majority of respondents (94.6%) have a negative attitude toward this, and they that it is very harmful to health. The students have quite healthy hobbies such as basketball, volleyball, skiing, horse riding, etc.

On the question of why school some students lead unhealthy lifestyle, the respondents answered: due to individual problems (49.3%) and peer pressure (41.3%), 10% answered – due to social problems, for instance poverty. On the question of what the motivation for young school students is to lead a healthy life, the answers varied: 30% have an inner motivation to take care of their health, 29% like physical activity, they just enjoy and like living healthy lifestyle – 25.3%.

And, finally, although for the current study participants leading a healthy life is a theoretical priority (their life, judging by their answers, can be characterized only as more or less healthy), they are afraid that for the young Georgian generation, it is not a priority to follow a healthy lifestyle.

### **Limitations**

As study limitations, it can be considered that there are more female respondents – 70% and it would be interesting for future development of the study to include more male respondents. Also, it would give wider data regarding the topic if the study includes the respondents from other regions of Georgia. Moreover, some qualitative data would give more detailed and deep information regarding the study theme.

### **Discussion**

The studies done regarding healthy lifestyles in Georgia do not include the exploring component of school students' attitudes towards a healthy lifestyle. The studies done in Georgia were more focused on just gathering information regarding cigarette smokers, or getting a number of students who go to the gym, but the attitudes of the young generation regarding healthy lifestyle were not investigated. It was not studied how young school students perceived smoking, unhealthy eating, online games screen time, and use of drugs as harmful or not. The research already done in line with a healthy lifestyle implied that a healthy lifestyle had positive impact on students' health, academic achievements, and self-confidence. However, there was a gap regarding exploring attitudes of school students regarding healthy and unhealthy habits, so this study tries to fulfill the gap and present school students' attitudes towards healthy living style.

### **Conclusion**

For this study participants, it is a priority to live a healthy lifestyle. To sum up, school students have negative attitudes towards smoking, taking drugs and alcohol, playing online games, and being dependent on gadgets. They have awareness regarding the harmful side of smoking, taking drugs, being dependent on gadgets, taking alcohol, and playing online games. Most of the respondents try to live healthy lives, which implies eating healthy food, involvement in physical activity and for them is a priority to take care of their health. Also, respondents named several factors causing unhealthy lifestyles, such as social relatedness to peers, and individual and social problems.

Regarding question what motivates young generation to live healthy lifestyle – they answered, that young people simply like to take care of their health, they enjoy physical activity and like living healthy lifestyle.

In general respondents of the study think that for the young generation, it's not a priority to live a healthy lifestyle.

To sum up, the study for future improvement is ready and needs to address topics discussed in limitations, which will give a broader picture regarding the issue.

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## The Impact of ChatGPT on English as a Foreign Language Students' Writing Skills

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### Abstract

This study investigates the impact of ChatGPT, a cutting-edge language model developed by OpenAI, on the writing skills of English as a Foreign Language (EFL) students. With the increasing integration of Artificial Intelligence (AI) technologies into language education, understanding the influence of ChatGPT on writing proficiency becomes essential. This study explores the effects of ChatGPT on various aspects of writing, such as accuracy, fluency, coherence, and creativity using a quantitative research method. A structured questionnaire, validated by an expert, was administered to 69 EFL students from two private universities in Tbilisi, Georgia, via Google Forms. The questionnaire focused on ChatGPT as a language model and writing assistant, exploring its potential to encourage learners to improve their writing skills through personalized learning experiences, feedback, and interactive engagement. Findings reveal that ChatGPT provides valuable support and feedback to EFL students, facilitating essay writing, creative writing, error correction, vocabulary enhancement, and idea generation. Moreover, students perceive ChatGPT as a helpful writing companion, contributing to their motivation, confidence, and engagement in writing tasks. However, challenges related to academic integrity and plagiarism on ChatGPT and concerns about its long-term impact on writing skills are also identified. Overall, this study sheds light on the transformative potential of AI-driven technologies in language education and offers insights into optimizing the use of ChatGPT to enhance EFL students' writing proficiency.

**Keywords:** ChatGPT, Artificial Intelligence, EFL students, writing skills

### Introduction

In recent years, the integration of Artificial Intelligence (AI) technologies into language education has reshaped traditional approaches to teaching and learning, particularly in the domain of English as a Foreign Language (EFL). Technology integration in language education has become more prevalent than ever before (Chapelle, 2001; Kukulska-Hulme & Shield, 2008), and educators around the world need to keep up. Among these technological innovations, ChatGPT, a state-of-the-art language model developed by OpenAI, has garnered significant attention for its potential to enhance various aspects of language learning, including writing proficiency. As the most recent and, debatably, the most innovative LLM, ChatGPT demonstrates the power of AI in language education, with its advanced natural language processing capabilities and humanoid interaction (Floridi & Chiriatti, 2020, MacNeil et al., 2022). As educators and researchers strive to understand the implications of AI-driven tools on language acquisition, exploring the impact of ChatGPT on EFL students' writing skills emerges as a crucial area of investigation. Unlike traditional language learning environments, ChatGPT provides instant corrections, suggestions, and personalized assistance, addressing learners' individual needs and fostering continuous improvement. ChatGPT's capacity to offer personalized feedback and support plays a pivotal role in enhancing learners'

motivation and confidence (AlAfnan et al., 2023). Its advanced natural language processing capabilities enable it to generate human-like responses, creating a dynamic and interactive writing companion for EFL students. Our investigation is centered on a research question that serves as the foundation for our analysis: 1. What is the impact of ChatGPT on English as a Foreign Language students' writing skills?

Despite the growing interest in ChatGPT as a potential tool for enhancing writing skills, empirical research on its impact within the context of EFL education remains limited. This gap is comprehensible given the recent appearance of ChatGPT. Systematic investigations are necessary to elucidate the extent of its influence, the mechanisms underlying its effectiveness, and potential challenges associated with its implementation. Therefore, this research article aims to address this gap in the literature by examining the impact of ChatGPT on EFL students' writing skills. Through a quantitative research method, the researcher seeks to explore how the use of ChatGPT influences various aspects of writing, including accuracy, fluency, coherence, and creativity. Additionally, it is aimed to investigate students' perceptions of ChatGPT as a writing companion and their attitudes towards its use in language learning. By elucidating the role of ChatGPT in enhancing EFL students' writing skills, this study contributes to our understanding of the potential benefits and challenges associated with integrating AI technologies into language education. Ultimately, the findings of this research may inform pedagogical practices, curriculum development, and the design of AI-driven tools to better support language learners in their writing endeavors.

## 2. Literature Review

The integration of advanced technologies has significantly influenced the educational experience of English as a Foreign Language (EFL) students. One such technological innovation that has garnered attention is ChatGPT, a state-of-the-art language model developed by OpenAI. Open-AI's latest development in introducing conversational chatbots, ChatGPT-3.5 and ChatGPT-4, has made it easier for teachers and learners to apply AI technologies in teaching and learning (Taecharungroj, 2023). However, the release of ChatGPT has revolutionized the tools and applications used for writing. In comparison with already available chatbots, this latest ChatGPT by open-AI is more efficient in text generation, particularly for long essays and creative writings, and has the most striking ability to produce a human-like performance for various academic and professional tasks (Rasul et al., 2023; Suaverdez & Suaverdez, 2023). This artificial intelligence (AI) tool has demonstrated remarkable capabilities in natural language understanding and generation, offering a unique potential to enhance EFL students' writing competence. ChatGPT can be effectively utilized in diverse language learning courses to enhance learners' writing abilities (Barrot, 2023). As educators and learners seek effective strategies to improve language proficiency, understanding the impact of ChatGPT on EFL students' writing skills becomes a crucial avenue for exploration. ChatGPT's influence on writing competence, considering its implications for language acquisition, creativity, and overall learning outcomes is of paramount importance in the context of English language education. Moreover, ChatGPT serves as an interactive writing companion, encouraging EFL students to practice and refine their skills in a low-pressure environment. Recent strides in Artificial Intelligence (AI) have introduced innovative tools, with AI-based chatbots (Paliwal, et al., 2020; Suhel et al., 2020) such as ChatGPT emerging as a noteworthy consideration for enhancing students' writing skills within the

context of language learning. For instance, Kohnke (2023) conducted a study exploring the use of a chatbot in an English for Academic Purposes (EAP) course and found that students perceived the chatbot as a valuable tool for writing practice and feedback. Similarly, Wei et al. (2023) investigated the effects of an AI-based writing system on Chinese learners' writing performance, reporting positive outcomes in terms of writing accuracy and fluency. These studies establish a significant basis for emphasizing the potential advantages of utilizing AI-driven chatbots to enhance writing skills within the framework of Second Language Acquisition (SLA).

One of the notable impacts of ChatGPT on EFL students' writing competence is the provision of instant and personalized feedback. Traditional language learning environments often struggle to provide timely corrections and suggestions, leading to a gap in understanding and improvement. ChatGPT, equipped with its natural language processing capabilities, offers real-time feedback, pinpointing grammatical errors, suggesting vocabulary enhancements, and providing nuanced insights into sentence structure. It serves as a valuable tool by offering instant feedback and constructive suggestions to learners, assisting them in error identification and overall writing improvement (Link et al., 2022). The continuous interaction contributes to the enhancement of language proficiency, as students receive not only correction but also exposure to varied language patterns. Students' perception of ChatGPT (Javaid et al., 2023) as a conversation partner contributes significantly to their writing proficiency. These chatbots hold promise as tools that can potentially enhance students' writing skills (Wang et al., 2023).

The creative potential of ChatGPT plays a pivotal role in inspiring EFL students to explore and expand their writing skills. Students tend to feel more at ease and less anxious when interacting with ChatGPT, resulting in heightened motivation and a greater willingness to participate in writing tasks (Shoufan, 2023). ChatGPT's adaptability allows for tailored interactions based on individual learner needs. EFL students can receive customized prompts, targeted exercises, and specific language challenges, aligning with their proficiency levels and learning objectives. Some learners prefer ChatGPT as their primary writing aid, while others see it as a complementary tool to be used alongside human feedback (Mun˘ oz et al., 2023; Eloundou et al., 2023).

Numerous studies have investigated the positive impact of AI-assisted language learning tools on English language learners' language acquisition skills (Suryana et al., 2020; Divekar et al., 2021; Liu, 2021; Bašić et al., 2023; Bishop, 2023; Fitria, 2023). For instance, Rahman et al. (2022) examined the role of an AI-assisted language learning tool in identifying and addressing grammatical errors, leading to the development of writing skills among EFL learners. The findings demonstrated significant improvement in the writing proficiency of English as a Foreign Language (EFL) students, with the learners expressing favorable perceptions regarding the impact of AI-assisted language learning on their writing capabilities. Utami and Winarni (2023) conducted a case study on three Indonesian EFL learners, exploring their use of AI-assisted language learning for academic research writing. By employing a mixed method of quantitative data gathered through surveys and qualitative insights acquired from interviews, the results unveiled a positive influence of AI-assisted language learning tools on the academic research writing of learners, leading to heightened engagement in these tasks. In a study by Yan (2023), the contribution of ChatGPT as an AI-powered language learning tool to EFL learners' English writing was explored. The findings highlighted a significant impact of the AI tool in boosting learners' writing proficiency and improving their effectiveness in

task completion. Nonetheless, concerns were raised by learners regarding potential adverse effects on their academic writing skills in the long run. They underscored the importance of guidance in the proper utilization of the tool for their academic writing assignments. Abdullayeva and Musayeva (2023) examined the influence of ChatGPT on EFL learners' writing skills and found that it contributed by providing writing prompts, immediate feedback, and revision suggestions. Nazari et al. (2021) conducted a true experimental study investigating the effects of AI-assisted language learning on EFL learners' writing performance. The results indicated that students who employed the AI-powered tool demonstrated superior writing performance compared to those who did not. Furthermore, the learners utilizing AI exhibited substantial engagement on behavioral, cognitive, and emotional levels during activities supported by AI in writing. In a quasi-experimental research design, Liu et al. (2021) explored the impact of AI on EFL learners' writing skills. The results suggested significant enhancements in writing skills when compared to the traditional classroom setting. The AI-assisted language learning method additionally boosted learners' self-efficacy, self-regulated learning, and alleviated cognitive load, thereby contributing to their proficient performance in writing.

ChatGPT can be a valuable assisting tool for essay writing in a number of ways, including generating ideas, improving sentence structure, grammar, and vocabulary, encouraging self-reflection, language practice etc. Students can use ChatGPT to generate ideas and outlines for their essays. Previous studies showed that ChatGPT could create quality essays on different topics (Huang, 2023). Furthermore, ChatGPT can provide real-time feedback on sentence structure, grammar, and writing style. This can help students identify and correct errors, improving the overall quality of their writing. Students can use ChatGPT to explore and incorporate a broader range of vocabulary into their essays. The model can suggest synonyms or alternative phrases, enriching the language used in the composition. ChatGPT may help researchers, students, and educators generate ideas (Roose, 2023) and even write essays of reasonable quality on a particular topic (Hern, 2023). As argumentative essays are one of the most advanced students' tasks in higher education, and as such pose a challenge for students (Latifi et al., 2021), one of the ways where ChatGPT could be tested is essay writing. Such essays empower students' ability to give an argument and build confidence in their knowledge preparing them not only for the academic environment but also for real-life situations (Valero Haro et al., 2022; Heitmann et al., 2014).

Despite the numerous benefits that Chat GPT has in terms of language acquisition, the issue of artificial intelligence (AI) and plagiarism has become a topic of concern and interest in the academic and creative realms. AI technologies have both the potential to aid in plagiarism detection and, paradoxically, raise challenges that may contribute to the evolution of more sophisticated forms of plagiarism. Instructors worry about the possibility of students using ChatGPT to complete their written assignments, as it has been demonstrated to generate reports within seconds, evading detection by plagiarism detection systems Khalil et.al (2023). Additionally, peer review may not distinguish ChatGPT-generated abstracts from those written by authors (Else, 2023) as they may be designed to mimic the style and format of genuine reports. It also led to questions on the ethics of using ChatGPT in different forms of academic writing, the AI authorship (Bishop, 2023; Grimaldi and Ehrler, 2023; Kung et al., 2023; Pourhoseingholi et al., 2023; Xiao, 2023), and raised issues of evaluating academic tasks like students' essays (Stokel-Walker, 2022; Whitford, 2022). Unavoidable content plagiarism issues were discussed, and

solutions for adapting essay settings and guidelines were revised (Cotton et al., 2023; Hoang, 2023; Lo, 2023; Sallam, 2023; Stokel-Walker, 2022; Yeadon et al., 2023).

A number of studies have expressed concern over instructors' and students' dependence on ChatGPT. Kasneci et al. (2023) confirmed that ChatGPT's fast-produced solutions will hamper students' ability to think critically or solve problems. The authors also addressed a similar problem that might occur for instructors who use ChatGPT as a replacement for their lesson preparations. Lund and Wang (2023) shared the same concern about how much students and teachers depend on ChatGPT for research and writing tasks. Learners may become overly dependent on ChatGPT's suggestions and corrections, leading to a passive approach to writing and a reduced focus on developing their own critical thinking and problem-solving skills (Evans, 2020). However, if users are aware of the benefits of utilizing ChatGPT as a supplement to learning or to aid in the teaching process, the problem may be readily resolved (Pavlik, 2023). The ethical usage of ChatGPT in education needs a conversation about the possibility of jeopardizing data privacy and security. Large language models in ChatGPT may synthesize students' knowledge and use it for a variety of applications (Dwivedi et al., 2023). Furthermore, Kasneci et al. (2023) indicated that ChatGPT's personal information might be used for impersonation or deceit. ChatGPT's creation of synthetic information also increases the danger of sensitive data leakage, including personal, financial, and medical information (Lund & Wang, 2023). Users should take care and utilize ChatGPT appropriately to minimize this possible danger (Lund & Wang, 2023).

Numerous researches on ChatGPT have shown favorable views from instructors regarding its educational applications, despite ethical concerns and limitations. However, existing studies have not extensively examined teachers' perspectives on incorporating ChatGPT for teaching language skills, nor have they thoroughly documented instructors' recommendations for its effective use in teaching contexts. Additionally, concerns have been raised by educators regarding potential issues such as over-reliance on technology, ethical considerations, and plagiarism.

### 3. Methodology

To explore the impact of ChatGPT on EFL students' writing skills, quantitative research was employed. The questionnaire was used as a tool for data collection to achieve the study's goal. Its emphasis on objectivity, statistical analysis, and generalizability makes it a valuable tool to find out what students feel about the subject and why they feel that way about it. It was a significant method to examine the feelings and attitudes of language learners about the impact of ChatGPT on EFL students' writing skills. The participants in this study were 69 EFL (English as a Foreign Language) students enrolled in General English courses at two private universities in Tbilisi, Georgia. Participants were selected based on convenience sampling due to their availability or proximity to the researcher who assessed their experiences and relationships about the impact of ChatGPT on their writing skills. Informed consent was obtained from all participants prior to their involvement in the study. A structured questionnaire was designed to collect quantitative data. It was based on literature analysis. The questionnaire included items related to ChatGPT as a language model and writing assistant and how it can encourage learners to improve their writing skills through personalized learning experiences, feedback, and interactive engagement. An expert from a private university in Tbilisi was involved in validating and assessing the reliability of the questionnaire to

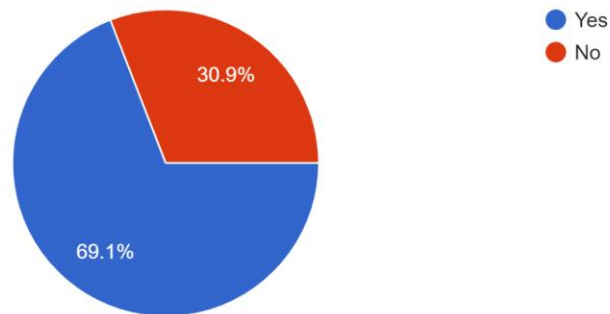
ensure that the data collected were reliable and valid. The survey questionnaire was administered to the selected participants through the online survey platform Google Forms.

#### 4. Results

These results indicate that a vast majority of the participants in the survey were aged between 17 - 25, comprising 97.1% of the total respondents. Additionally, there was a noticeable gender disparity among the participants, with 85.5% identifying as female and 14.5% identifying as male.

Figure 1. Have you ever used ChatGPT or similar AI-powered writing tools before?

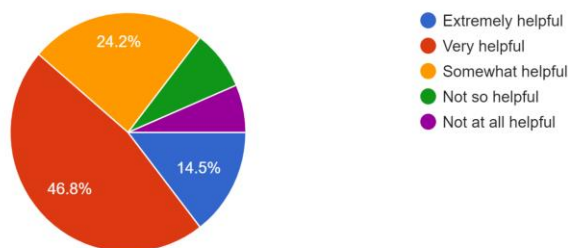
Have you ever used ChatGPT or similar AI-powered writing tools before?  
68 responses



According to the results, a significant portion of the respondents, approximately 69.1%, have prior experience using ChatGPT or similar AI-powered writing tools. This indicates a relatively high level of familiarity and exposure to this technology among the surveyed population. On the other hand, around 30.9% of respondents reported that they have not used ChatGPT or similar AI-powered writing tools before which means that a considerable proportion of individuals may be unfamiliar with or have not yet utilized this type of technology for writing purposes.

Figure 2. How helpful is ChatGPT as a writing Assistant?

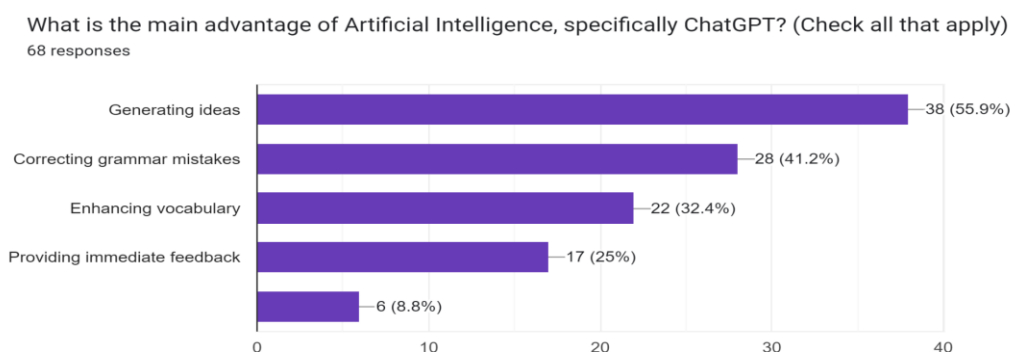
If yes, how helpful is ChatGPT as a writing assistant?  
62 responses





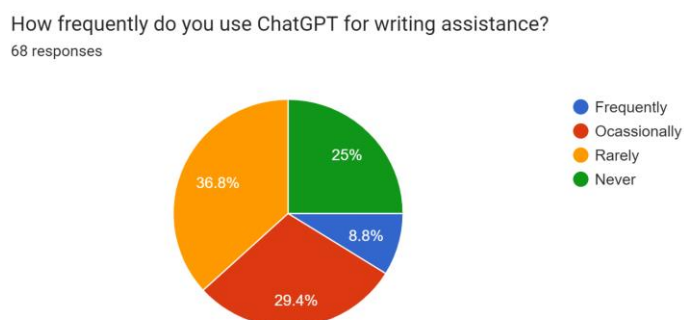
The analysis of these results indicates that a majority of respondents find ChatGPT to be helpful as a writing assistant. Specifically, 46.8% of respondents described it as “very helpful”, while an additional 14.5% deemed it “extremely helpful.” This suggests that a combined total of 61.3% of respondents perceive ChatGPT as highly beneficial for writing tasks. Furthermore, 24.2% of respondents reported that ChatGPT was “somewhat helpful.”

Figure 3. What is the main advantage of Artificial Intelligence, specifically ChatGPT?



55.9% of respondents see the main advantage of ChatGPT as its ability to generate ideas. This could imply that students value the creativity and brainstorming support provided by AI, which can be helpful in various contexts such as writing, problem-solving, or idea generation for projects. 41.2% of respondents consider correcting grammar mistakes as a significant advantage of ChatGPT. This underscores the importance of accurate language usage in written communication and suggests that students appreciate ChatGPT's role in improving the quality of their written content. 32.4% of respondents recognize the advantage of ChatGPT in enhancing vocabulary. This suggests that students value the AI's ability to introduce new words and phrases, thereby contributing to their language proficiency and expression.

Figure 4. How frequently do you use ChatGPT for writing assistance?

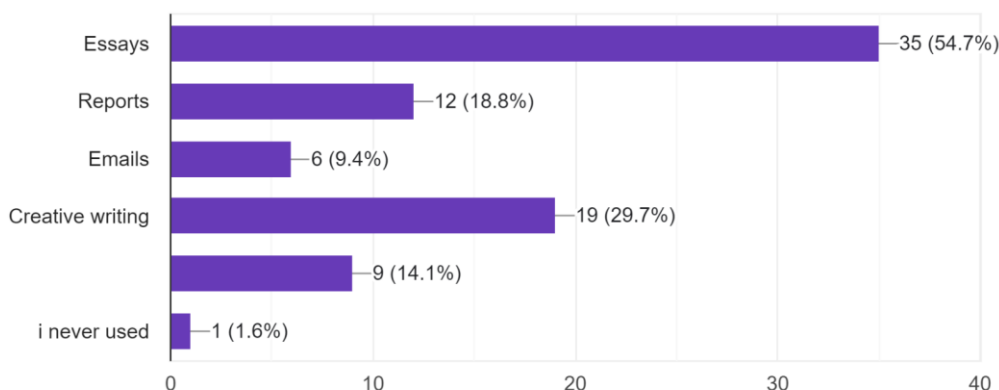


The results suggest that while there is a small group of frequent users which is 8.8%, 29.4% of respondents either use ChatGPT occasionally, 36.8% rarely, or 25% never for writing assistance. This highlights the diverse preferences and habits of users when it comes to utilizing AI tools like ChatGPT in their writing endeavors.

Figure 5. What type of writing tasks do you usually use ChatGPT for? (e.g., essays, reports, emails, creative writing, etc.)

What type of writing tasks do you usually use ChatGPT for? (e.g., essays, reports, emails, creative writing, etc.)

64 responses

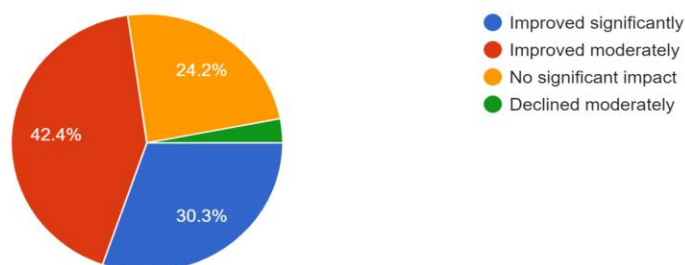


The majority of respondents (54.7%) utilize ChatGPT for writing essays. This indicates that a significant portion of students likely employ the AI model for academic or formal writing purposes. Essays typically require structured arguments, analysis, and coherent expression of ideas. ChatGPT's ability to generate logical and well-articulated content makes it a valuable tool for this task. A notable but smaller portion of respondents (18.8%) utilize ChatGPT for writing reports. Reports often involve conveying factual information, analysis of data, and presenting findings in a clear and concise manner. A smaller fraction of respondents (9.4%) use ChatGPT for writing emails. A considerable portion of respondents (29.7%) engage ChatGPT for creative writing purposes. This category encompasses various forms of imaginative writing, including fiction, poetry, storytelling, etc. A very small percentage (1.6%) of respondents reported never using ChatGPT. While this figure is minimal, it's worth noting that there are still some respondents who haven't yet explored or utilized the capabilities of the AI model for writing tasks.

Figure 6. How do you think ChatGPT has impacted your writing skills as an EFL student?

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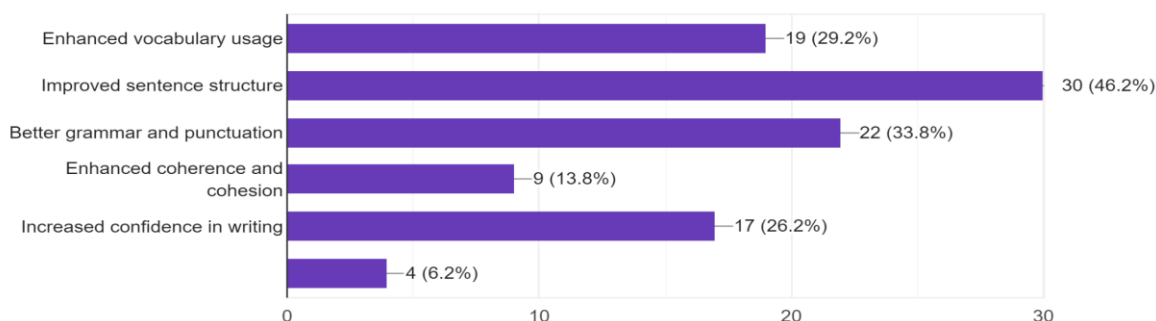
66 responses



A notable portion of respondents (30.3%) reported a significant improvement in their writing skills as EFL students due to their usage of ChatGPT. This suggests that for a considerable segment of respondents, ChatGPT has been instrumental in enhancing their proficiency in written English. The significant improvement could imply that ChatGPT has provided these students with valuable feedback, assistance, and guidance, helping them overcome language barriers and refine their writing abilities. 42.4% of respondents indicated experiencing a moderate improvement in their writing skills. This suggests that while ChatGPT may not have led to dramatic transformations, it has still played a beneficial role in advancing the writing abilities of a substantial number of EFL students. 24.2% of respondents mentioned that ChatGPT had no significant impact on their writing skills as EFL students. This could be attributed to various factors, including differing learning styles, individual proficiency levels, or perhaps limited utilization of ChatGPT's features. It's also possible that for some students, ChatGPT may not have addressed their specific learning needs or preferences adequately.

Figure 7. In what specific ways do you believe ChatGPT has influenced your writing skills? (Check all that apply)

In what specific ways do you believe ChatGPT has influenced your writing skills? (Check all that apply)  
65 responses

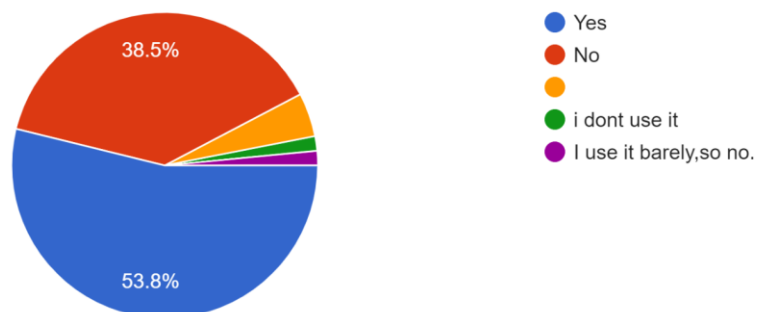


A notable portion of respondents (29.2%) reported that ChatGPT has enhanced their vocabulary usage. This suggests that the AI model's ability to suggest synonyms, offer word suggestions, and provide contextually appropriate vocabulary has contributed to expanding students' lexical repertoire and enabling them to express themselves more precisely and effectively in writing. 46.2% of respondents indicated that ChatGPT has improved their sentence structure. This highlights the AI model's role in helping students craft grammatically correct, coherent, and well-structured sentences. By offering suggestions for sentence construction and organization, ChatGPT assists students in conveying their ideas clearly and logically. 33.8% of respondents mentioned that ChatGPT has contributed to better grammar and punctuation in their writing. A smaller but notable percentage of respondents (13.8%) highlighted ChatGPT's influence on enhancing coherence and cohesion in their writing. This suggests that the AI model's ability to offer suggestions for organizing ideas, maintaining logical flow, and linking sentences and paragraphs has helped students improve the overall coherence and coherence of their written work. A significant proportion of respondents (26.2%) reported that ChatGPT has increased their confidence in writing.

Figure 8. Have you noticed any differences in your writing style when using ChatGPT compared to when you don't use it?

Have you noticed any differences in your writing style when using ChatGPT compared to when you don't use it?

65 responses

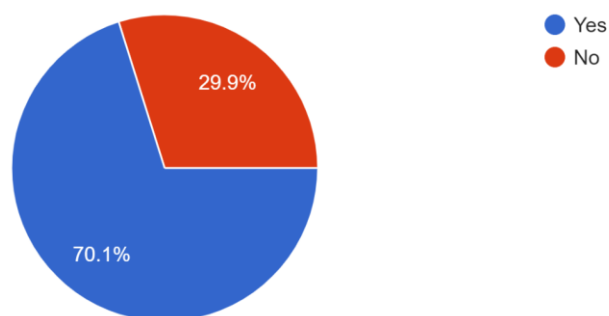


These results highlight the varied effects that interacting with ChatGPT can have on individuals' writing styles, with a slight majority 53.8% acknowledging changes and a notable 38.5% reporting no discernible differences.

Figure 9. Do you believe that using ChatGPT for writing assistance might lead to issues related to academic integrity and plagiarism?

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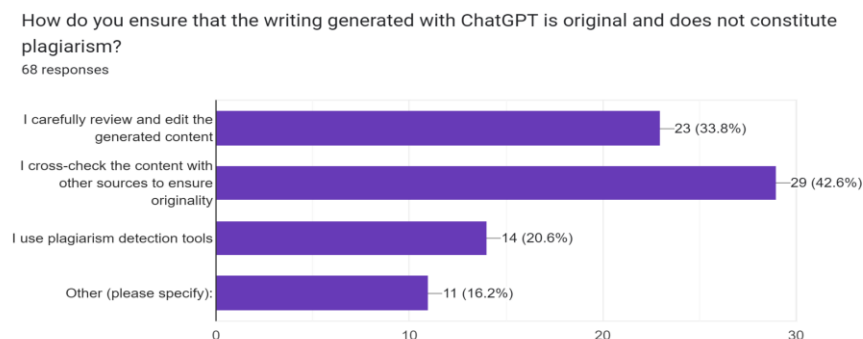
67 responses



The results indicate a significant concern among respondents regarding the potential impact of using ChatGPT for writing assistance on academic integrity and plagiarism. A vast majority, 70.1%, expressed belief that such usage could lead to issues in these areas which suggests that there is widespread recognition of the risks associated with relying on AI language models like ChatGPT for academic purposes. On the other hand, 29.9% of respondents disagreed, indicating that they do not perceive ChatGPT as posing significant threats to academic integrity or plagiarism. This minority perspective might stem

from beliefs that the benefits of using AI for writing assistance outweigh the risks, or from confidence in individuals' ability to use such tools responsibly and ethically.

Figure 10. How do you ensure that the writing generated with ChatGPT is original and does not constitute plagiarism?

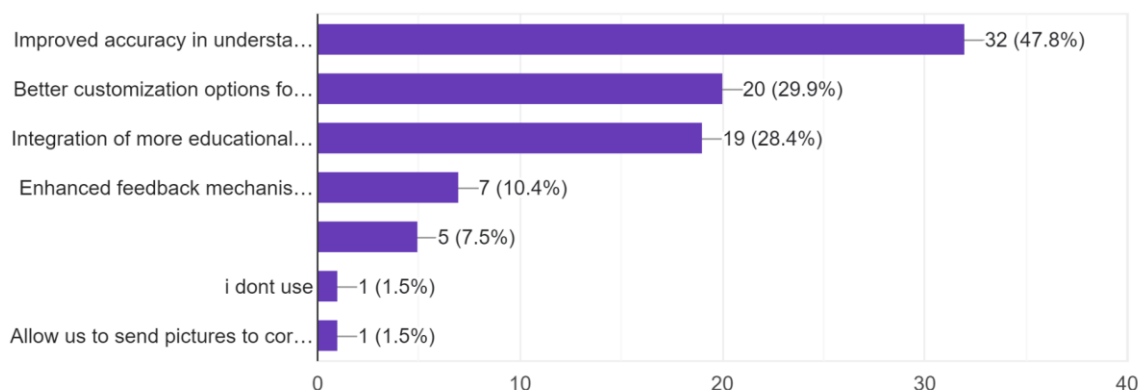


According to the results, respondents employ various strategies to ensure that the writing generated with ChatGPT is original and does not constitute plagiarism. 33.8% take a hands-on approach by thoroughly reviewing and editing the content generated by ChatGPT. By carefully scrutinizing the text, they aim to identify any potential issues related to plagiarism and ensure the originality and quality of the final output. This method relies heavily on human judgment and attention to detail. 42.6% of respondents compare the generated content with existing sources to verify its originality. By cross-checking the content against other materials, such as academic papers, articles, or books, respondents aim to identify any similarities or potential instances of plagiarism. This method emphasizes the importance of verifying the uniqueness of the generated text through external validation. 20.6% of respondents rely on plagiarism detection tools to ensure the originality of the content generated by ChatGPT. These tools automatically scan the text for similarities with existing sources and highlight potential instances of plagiarism.

Figure 11. What features or improvements would you like to see in ChatGPT or similar AI-powered writing tools to better assist EFL students?

What features or improvements would you like to see in ChatGPT or similar AI-powered writing tools to better assist EFL students?

67 responses



The results suggest several key areas where respondents believe improvements can be made in ChatGPT or similar AI-powered writing tools to better assist English as a Foreign Language (EFL) students. 47.8% of respondents highlighted the importance of enhancing the tool's accuracy in understanding content. This suggests a desire for AI models like ChatGPT to better grasp the context and nuances of the text produced by EFL students, potentially through advancements in natural language understanding and processing. 29.9% of respondents expressed a need for better customization options tailored to different language proficiency levels. 28.9% of respondents indicated a desire for the integration of more educational resources within AI-powered writing tools. 10.4% of respondents expressed a need for enhanced feedback mechanisms to explain changes made by the AI-powered writing tools. This suggests a desire for clearer explanations and rationales behind suggested revisions or corrections, potentially through the integration of detailed feedback and explanations within the user interface.

The additional comments provided by EFL students offer valuable insights into their perceptions and experiences with ChatGPT and its impact on their writing skills. Some reflect a positive experience with ChatGPT, describing it as a helpful tool for writing essays. The student appreciates its assistance not only in providing text but also in helping to improve writing skills. This suggests that ChatGPT serves as a supportive tool for practicing and enhancing writing abilities. Others highlight the benefits of ChatGPT in generating ideas and assisting with grammar. This indicates that students find value in the tool's ability to stimulate creativity and provide support in adhering to correct grammatical structures, which are essential aspects of effective writing. Some express a desire for ChatGPT to be more accurate and reliable. While acknowledging its usefulness in generating ideas, the student suggests that improvements in accuracy would enhance its overall effectiveness as a writing tool. This underscores the importance of precision and reliability in AI-powered writing assistance tools. Furthermore, a different stance on expressing reluctance to use ChatGPT due to concerns about dependency and the potential erosion of individual effort is taken. The ideas were expressed that relying on such tools may

detract from the value of personal growth and development through hard work. This highlights a potential ethical consideration regarding the use of AI-powered writing tools and the balance between assistance and self-reliance.

## 5. Research Limitations

The study employed convenience sampling, which may introduce sampling bias and limit the generalizability of the findings. Participants were selected based on availability or proximity to the researcher, which may not represent the broader population of EFL students. This could affect the external validity of the study's results. The study included a relatively small sample size of 69 EFL students from only two private universities in Tbilisi, Georgia. A larger and more diverse sample size would enhance the representativeness of the findings and increase the generalizability of the results to a broader population of EFL students. Future research could address these limitations by employing more rigorous sampling methods, utilizing larger and more diverse samples, and incorporating qualitative approaches to complement the quantitative findings.

## 6. Conclusions

In conclusion, the analysis of ChatGPT's impact on EFL students' writing skills reveals its versatility as a writing assistant across various tasks, including academic, creative, and professional writing. The predominance of essay writing indicates its efficacy in supporting coherent expression and logical argumentation, while significant usage for creative writing highlights its ability to foster creativity. However, relatively lower usage for emails suggests that its strengths lie more in generating longer-form content. Regarding its impact on EFL students' writing skills, the statistics show generally positive results, with significant and moderate improvements reported across various aspects such as vocabulary, sentence structure, and grammar. Nevertheless, individual differences and preferences need consideration, emphasizing the importance of optimizing ChatGPT's functionalities. Overall, ChatGPT emerges as a valuable tool for enhancing writing skills, offering support across multiple dimensions of proficiency and empowering students to communicate effectively and confidently in written form.

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## **Interference as Common Occurrence in Translating News Articles (on the Material of Georgian Undergraduate Students' Translations)**

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### **Abstract**

The present article aims to analyze the types of interference found in the writings of undergraduate students of English and explores possible reasons for these phenomena in the translation process. The focus of this article lies in theoretically grounding factors that may lead to both L1 and L2 interference, seeking to explain the cause-and-effect relationship between the source and target languages evident in learners' translations. Consequently, we investigate the most notable interference difficulties and their underlying causes, resulting in syntactic, grammatical, lexical, semantic, or pragmatic irregularities in the target language. The article provides discussion about the importance of language as a tool for global communication, the value of translation in facilitating cross-cultural understanding and the challenges of linguistic interference, particularly between English and Georgian. This study aims to explore the interference issues encountered by Georgian undergraduate students majoring in English when translating English news articles into Georgian and vice versa. Additionally, it seeks to investigate the underlying reasons for these problems. Through the analysis of students' translations, we aim to examine instances of negative transfers, often caused by differences between the two languages, which represent distinct language types based on their grammatical systems.

**Keywords:** interference, source language, target language, positive-negative transfer

### **Introduction**

Language has evolved to facilitate global communication among people from diverse backgrounds, serving as a medium for expressing thoughts, beliefs, and ideas across cultures. This intercultural exchange necessitates the transfer of knowledge between nations, making translation an essential global practice. Through translation, individuals convey their perspectives, customs, and beliefs effectively. According to Dingwaney and Maier (1996), translation serves as a valuable tool for navigating cross-cultural texts. In essence, the interaction between cultures heavily relies on translation, an age-old practice crucial for facilitating communication among speakers of different languages and cultures. Translation is not merely a mechanical task but a creative process that enhances the original text with additional ideological and cultural nuances, transcending linguistic boundaries. Consequently, translation plays a pivotal role in contemporary society, established as a key domain in language studies for English Language students, forming the foundation for interlingual communication.

### **Literature Review**

Various theorists have offered different perspectives on translation. Newmark (1988) perceives translation as the responsibility of rendering and transferring meaning faithfully from the source language (SL) to the target language

(TL). Nida and Taber (1982), on the other hand, argue that translators must communicate the closest natural equivalent of the SL message in terms of both meaning and style. Translation involves rendering a source language text into the target language while preserving its surface meaning and structural integrity. Larson (1984) defines translation as substituting the form in the SL with a corresponding form in the TL. Ghazala (2008) describes translation as any method used to convey the complete and precise meaning of a SL message into the TL, emphasizing the importance of understanding the meaning of the SL message before attempting translation. Unlike Ghazala, Larson (1984) focuses on preserving the form rather than the message, highlighting the significance of maintaining vocabulary, grammatical structures, communicative context, and cultural nuances of the SL text. We share the idea that translation acts as a bridge between diverse cultures, fostering understanding and communication by bridging linguistic and cultural divides, and it is the translator's duty to convey the intended meaning accurately.

Linguistic interference poses a significant challenge for translators, particularly when translating between English and Georgian. This challenge is particularly pronounced for translators whose native language is Georgian. The inherent linguistic differences between English and Georgian, stemming from variations in their grammatical systems, contribute to this difficulty. English is characterized as an Analytic language, relying heavily on word order and analytic grammatical forms to construct sentences, whereas Georgian is a Synthetic language, utilizing affixation as its primary method of word formation and expression of meaning. Consequently, undergraduate students majoring in the English language are likely to encounter grammatical interference resulting from these linguistic disparities. This study aims to investigate the nature of such interference and its underlying causes among English language major undergraduate students. Additionally, we seek to shed light on lexical, semantic, or pragmatic irregularities, which we believe have not received adequate attention in previously.

Interference arises from both similarities and differences between languages, as noted by Brown (2007). Vannestl (2009) defines interference as the interaction between a native (L1) and a second language (L2), leading to syntactic, grammatical, lexical, semantic, or pragmatic irregularities in the target language. These irregularities, or interferences, manifest during the transfer between L1 and L2. Interference encompasses various linguistic elements, including expressions, words, phrases, idioms, metaphors, concepts, and entire grammatical structures. It impacts morphological, phonological, lexical, semantic, phonetic, and syntactic aspects of language. Franco Aixelá (2009) characterizes interference in translation as the use of words or syntactic structures from the source language that cannot fully replace the source text.

Furthermore, Ellis (1994) suggests that interference occurs when concepts in the source language diverge from those in the target language, based on Contrastive Analysis (CA). Interference encompasses sociolinguistic and psychological dimensions, where sociolinguistic interference involves language interactions such as borrowing and code-switching when different language groups interact.

Interference, as described by Bagana & Khapilina (2006), involves the transfer of native language norms into a foreign language context during study or conversation. This concept encompasses various phenomena such as transfer, interference, avoidance, borrowing, and other manifestations of language loss in second language (L2) acquisition.

Positive and negative transfer represent two forms of language transfer. Cristina Silvia Vâlcea highlights linguistic interference, also known as language transfer, as the transfer of linguistic features between languages, emphasizing that transfer can result in either positive or negative outcomes. Positive linguistic transfer (target-like use of L2) occurs when grammatical structures or elements align between languages, leading to correct outcomes. Conversely, negative linguistic transfer (non-target-like use of L2) arises when grammatical structures differ between languages, resulting in outcomes that violate linguistic norms in the target language. Contrastive analysis, a theoretical approach analyzing differences and similarities between languages, has shown that greater linguistic disparity between languages increases the likelihood of negative transfer ( Vâlcea, 2020).

In translation studies, various terms such as translationese, interlanguage, and linguistic influence codeswitching are employed, yet interference remains a widely recognized concept (Javier, 2009). Franco Aixelá (2009) defines interference in translation as the utilization of words or syntactic structures from the source language that cannot fully substitute the source text, often signaling problems stemming from the source language. Brown (2007) characterizes interference as the interaction between prior language knowledge and current learning, facilitating the process of acquiring new language skills. Vannestl (2009) suggests that translation errors often result from unclear comprehension during the translation process, particularly from L1 to L2. Interference is commonplace in translations and is influenced by the translator's proficiency and the cultural context of the source text.

Classification of Interference:

Thorovsky's classification (2009) describes various categories of interference, as outlined below:

Linguistic interference:

Interference at the word and collocation level (lexical interference);

Grammatical interference;

Syntactic interference;

Interference in orthography;

Subtypes of Lexical Interference include:

Surface lexical interference (false friends): Occurs when a lexical unit in the source language visually resembles or bears resemblance to a lexical unit in the target language that is not its counterpart.

Semantic interference: Arises when the meanings of source and target lexical units overlap partially.

Idiomatic interference: Involves improper translations of idioms misunderstood as collocations.

Interference in collocation: Affects collocations rather than individual words.

Cultural interference: Arises due to the inability to handle cultural differences between source and target languages.

Javier Franco Aixelá also categorizes interference into four types:

Lexical interference;

Syntactic interference;

Cultural interference (including proper nouns);

Structural or pragmatic interference;

Analysis and Discussion



This study explores the interference issues encountered by Georgian undergraduate students majoring in English when translating English news articles into Georgian and vice versa. Additionally, it aims to investigate the reasons behind these problems.

Grammatical interference instances will be examined through some examples extracted from translations done by Georgian learners of English.

1. "Donald Trump has been impeached by the House of Representatives in the USA." ( Donald Trump Impeached; <https://breakingnewsenglish.com/>)

When translating the analytic passive voice verb form "has been impeached", most students use the passive voice form in Georgian : "წარმომადგენლობითი პალატის მიერ მოხდა იმპიჩმენტი" or "დონალდ ტრამპი მიეცა სასამართლოში აშშ-ს წარმომადგენლობითი პალატის მიერ," which sounds somewhat unnatural. It would be better to express the meaning -has been impeached in the active voice form in Georgian: "წარმომადგენლობითმა პალატამ პრეზიდენტს იმპიჩმენტი გამოუცხადა." considering that Georgian syntax makes emphasis on the doer of the action, rather than on the recipient.

"აშშ-ში წარმომადგენლობითმა პალატამ დონალდ ტრამპის იმპიჩირება მოახდინა."

As we see, while translating the same sentence, one of the students used the word "იმპიჩირება," which is not found in either the Dictionary of Foreign Words or the Dictionary of Barbarisms. We believe this could be influenced by other popular Georgian words derived from foreign origins, such as "პროდუცირება," "ეგზალტირება," "კალკირება," "მარკირება," "იმიტირება," "კოპირება," "ინტეგრირება," etc. These words are widely accepted due to their extensive usage across various contexts.

2. "Republican Barry Loudermilk compared the process to the fate of Jesus Christ at his death".

( Donald Trump Impeached; <https://breakingnewsenglish.com/>)

Despite Georgian being a synthetic language where word order doesn't carry as much importance as it does in English, students often make mistakes influenced by English, leading to violations of word order in Georgian sentences. The translations given below can be used as the illustration of cases like these:

"რესპუბლიკელმა ბარი ლაუდერმილკმა ეს პროცესი იესო ქრისტეს სიკვდილის დროს ბედს შეადარა. Or რესპუბლიკელმა ბარი ლუდერმილკმა შეადარა პროცესი იესო ქრისტეს ბედს სიკვდილის დროს."

The following example of translation by Georgian students exhibits violation of word order and improper use of the passive voice form: Top of Form

„President Trump has been charged with abuse of power and obstruction of Congress.“ ( Donald Trump Impeached; <https://breakingnewsenglish.com/>)

"უფლებამოსილების ბოროტად გამოყენებისა და კონგრესისთვის დაბრკოლების შექმნისთვის პრეზიდენტ ტრამპს ბრალი ექნა წაყენებული."

4. "The UK TV company Channel 4 filmed children on six coffee plantations in Guatemala picking coffee beans and carrying large sacks of coffee on their backs."

( George Clooney 'saddened' over child labour links; <https://breakingnewsenglish.com/>)

“სატელევიზიო კომპანიამ „მეოთხე არხმა“, გადაიღო ბავშვები ექვს ყავის პლანტაციაზე გვატემელაში, რომლებიც კრეფდნენ ყავის მარცვლებს და ატარებდნენ ყავის დიდ ტომრებს ზურგზე.”

In the example provided, we encounter deviations from translation norms regarding the translation of TV company and program names. Additionally, the word order is disrupted, as the numeral "ექვსი" (six) precedes the noun "ყავის" (coffee), which itself determines the noun "პლანტაცია" (plantation). In Georgian, the word "ყავის" should precede the number "ექვსი," which is the typical word order. Furthermore, the noun "პლანტაცია" is used with an improper ending "-ზე" instead of the postfix "-ში." This usage could be attributed to negative interference from the second language (L2), where the preposition "on" expresses the idea of being or working in a particular area.

5. "Mr. Ahmed is being viewed as a transformative leader bringing hope to his region. In June 2018, he agreed to fully implement a peace treaty signed with Eritrea in 2000, which brought peace between the two countries after two decades of conflict."

(Ethiopia leader Abiy Ahmed wins Nobel Peace Prize; /<https://breakingnewsenglish.com/>)

“მისტერ აჰმედი განიხილება, როგორც გარდაქმნის ლიდერი, რომელიც იმედს აძლევს თავის რეგიონს. 2018 წლის ივნისში, ის დათანხმდა, რომ სრულიად უნდა განხორციელდეს მშვიდობის ხელშეკრულება...”

In the Georgian translation of section 5, the translator opts for nouns such as "გარდაქმნის" and "მშვიდობის" as determiners preceding "leader" and "treaty." However, it would be more appropriate to use adjectives like "გარდამტეხი" and "სამშვიდობო," which attribute qualities to the following nouns, thereby expressing a qualifier-qualified relationship. It's likely that the translator was influenced by the usage of a noun like "peace" in the phrase "a peace treaty," resulting in a negative transfer.

6. "Europe's crime agency Europol has revealed a list of 21 criminals who are on the run from the authorities."

(Most of Europe's most-wanted criminals are women; /<https://breakingnewsenglish.com/>)

“ევროპის კრიმინალურმა სააგენტომ გამოაქვეყნა იმ 21 დამნაშავის სია, რომლებსაც ხელისუფლება დევნის.”

In this instance, we observe interference occurring at both the word and collocation levels, known as lexical interference. The translator appears uncertain about the meaning of the phrase "to be on the run." Instead of conveying that the criminals are evading capture by authorities, the translation suggests that the authorities or government are actively persecuting the criminals, omitting the crucial aspect that the criminals are avoiding apprehension to evade justice.

When translating news articles from Georgian into English, the characteristics of interference are also evident.

“აღნიშნული კატეგორია ჩიკაგოს საერთაშორისო კინოფესტივალმა 2013 წელს დააფუძნა და მისი მიზანი მსოფლიოში ლგბტ თემატიკაზე შექმნილი ფილმების სიღრმისეულობისა და მრავალფეროვნების დაფასებაა. აღნიშნული ჯილდო პირველად ტაივანურ ფილმს “Will You Still Love Me Tomorrow?” (“ხვალაც გეყვარები?”) გადასცეს.”

(მორიგი აღიარება ფილმს “და ჩვენ ვიცეკვით”, ამჯერად ჩიკაგოს კინოფესტივალიდან; <https://netgazeti.ge/news/401267/>)

"Above mentioned category was founded by Chicago International Film Festival in 2013 with the aim of appreciation of the depth and diversity of the movies of LGBT community. This award firstly was given to Taiwanese movie "Will You Still Love Me Tomorrow?"

"რაც შეეხება ევროკავშირის და შენგენის ზონას, უვიზო მიმოსვლის ამოქმედების შემდეგ საქართველოს მოქალაქეთა მიერ ევროკავშირის წევრ ქვეყნებში თავშესაფრის მოთხოვნის მაჩვენებელი მკვეთრად გაიზარდა.

( 2018 წელს საქართველოში ემიგრანტების რიცხვი 15,8%-ით გაიზარდა ;"

( <https://on.ge/story/>)

"About the European Union and Schengen Area we can see that since the enactment of visa free travel the rate of Granting of asylum in the member countries of the European Union by Georgians has significantly risen."

In examples 7 and 8 provided above, the translators employ a word-for-word translation method, disrupting the typical word order inherent in English syntax. This adherence to Georgian sentence structure reflects the negative influence of their native language, leading to translations of lower quality.

## Conclusion

The study explored the interference issues encountered by Georgian undergraduate students majoring in English when translating English news articles into Georgian and vice versa. Our aim was to understand the root causes behind these difficulties. The majority of errors stem from the negative influence of certain grammatical structures, leading to disruptions in word order in both languages. Additionally, mistakes often arise from improper usage of verb forms and the incorrect application of lexical units, either in form or meaning or from attempts to coin new words resembling those commonly used in either language. Upon analyzing the findings, it becomes evident that many errors result from unclear comprehension of the texts and a failure to consider the context and implied meaning during the translation process.

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## **The Influence of Peers and Educators' Attitudes on Academic Achievement of LGBTQ+ Students (A case of Georgian higher education Institutions)**

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### **Abstract**

Inclusivity and diversity in educational institutions are essential for society. It guarantees that all learners will have equal opportunities as well as access to education. Equity and equality are crucial aspects of education and, at the same time challenging parts. This study aims to explore the attitudes and perceptions of both students and educators towards LGBTQ+ students in Higher Education Institutions (HEI); to identify areas of strength and improvement in creating an inclusive and supportive atmosphere for LGBTQ+ students. The study used mixed methodology, literature review, and survey. The respondents of the study were students, lecturers, and administrators. Data was collected from two private HEIs using an online survey, consisting of 12 questions, incorporating seven multiple-choice, four 5-point Likert scale questions, and one open-ended question to have more qualitative analysis.

The findings revealed that raising awareness of LGBTQ+ themes among peers and colleagues is important for inclusivity. The majority of the survey participants recognize that positive and negative attitudes from peers and educators affect LGBTQ+ student's academic achievements.

**Keywords:** LGBTQ+ students, Higher Education, Diversity, Inclusion, academic achievement

### **1. Introduction**

The early signs of outlining the importance of diversity were connected to the U.S. Supreme Court case *Brown v. Board of Education* in 1954 (United States Courts, n.d.) where the Board declared that separating Black and White people at schools by state laws is unconstitutional. This decision marked an important step towards achieving desegregation and equitable access to education for everyone. Civil Rights Act of 1964, Article 4, (Brown, 2014) Desegregation of Public Education added one step forward in promoting inclusion in education.

While specific mentions of diversity in education were not indicated in early documents, these historical events and legislative acts laid the path for recognizing the importance of diversity, equity, and inclusion in educational settings. These concepts have been further strengthened throughout time by other frameworks and regulations.

Nowadays, UNESCO promotes Education for Sustainable Development, (2017) emphasizing the role of education in building a more sustainable and inclusive future by considering diverse perspectives and values.

In terms of diversity, it means different social groups, races, genders, ethnic groups, disabled individuals, and so on...LGBTQ+ individuals are the ones who create the diversity of society and have total and equal rights in education, recognition of gender, and receiving non-discriminatory opportunities from society.

## 2. Problem Statement

Georgian LGBTQ+ communities and Ombudsmen annually publish reports on how community individuals are the subject of discrimination and homophobic hate (Tbilisi Pride, 2022). These reports underline six main problematic issues in Georgian reality such as recognition of gender discrimination from peers and educator hate crimes motivated by sexual orientation and gender identity; access to education; employment, labor rights, and discrimination in the workplace; access to health care; civil partnership; (2022). The challenges faced by the LGBTQ+ community are deeply rooted in societal norms, cultural beliefs, and personal biases. Consequently, gender recognition and discrimination from peers and educators remain an issue for LGBTQ+ individuals.

## Research objectives

To investigate attitudes of Educators and peers toward LGBTQ+ individuals in HEIs

To understand how positive/negative attitudes influence LGBTQ+ students' academic progress

## Research Questions

What are the attitudes of academicians (lecturers, administration) toward LGBTQ+ individuals?

What is the level of acceptability of LGBTQ+ students by heterosexual peers?

Do positive/negative attitudes influence LGBTQ+ students' academic progress?

## Limitations

The study was limited by a small sample size, consisting of 23 respondents. This small size may limit the generalizability of the findings to a broader population. The age of the respondents was a maximum of 50 years old, which can be named as a limitation of the study.

The researcher recognizes that the study may not have captured all relevant contextual factors influencing perceptions of LGBTQ+ inclusivity in academic settings, such as institutional policies, cultural norms, or historical events.

3. Literature review - Defining LGBTQ+ term and a brief history of LGBTQ+ movement LGBTQ+ term is the acronym for lesbian, gay, bisexual, transgender and queer or questioning, plus - others (Thelwall et al., 2023). Different articles review the terminology from the 19th century and the evolution of defining LGBT individuals. In the late 19th and at the beginning of the 20th century most of the terminologies for such individuals were offensive and not used by LGBT communities themselves: such as Homosexual and Pederast, since the word connotation was connected with something illegal, against the norm (2023).

If we compare terminologies used by society in the 19th century, the 20th-century terminology for such individuals was changed. The Gay was used to describe such individuals and has a moderately positive connotation (Lalor & Rendle-Short, 2007). According to Lalor and Rendle-Short (2007) The word Gay itself originates from the French, in the 14th

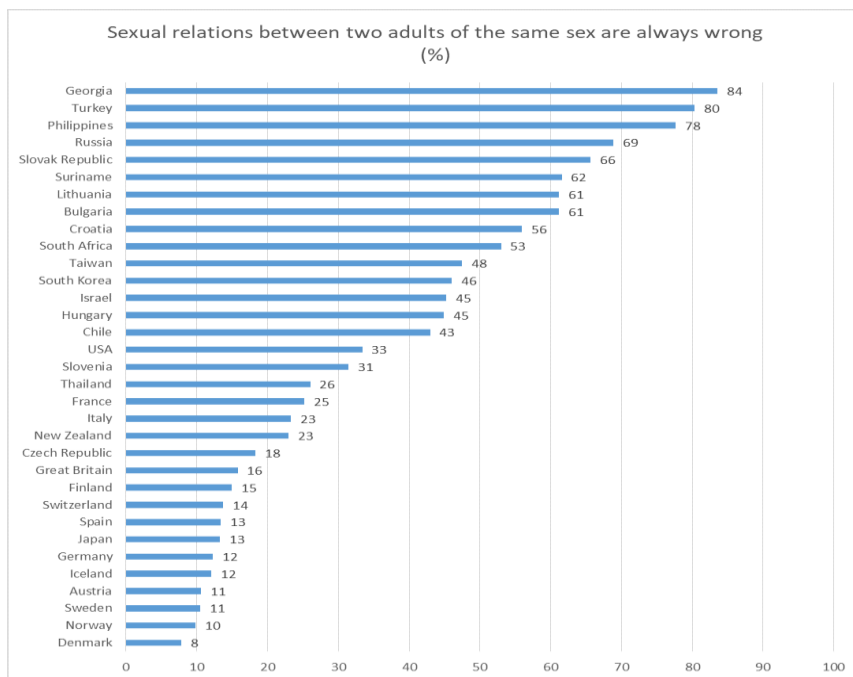
century it meant “merry”, “jolly” or “light-hearted”. The word semantic changed through time, and in the contemporary world the word Gay is used for both lesbian and gay individuals.

With the development of LGBTQ+ terminology, the movement of such communities went through big changes and fought for their rights for decades. In the era of Enlightenment, same-sex sexual behaviour and cross-dressing were considered as crimes (Rupp, 2001) but there were exceptions in Shakespeare’s plays where female roles were played by males (Borrow, 2014). The birthplace of the LGBTQ movement in the 1969s can be named the Stonewall Riots which forced the American government and society to view the LGBTQ community from a different angle and also left legacies for Denmark and the Netherlands (Shield, 2020).

The year 2021 is marked as one of the most violent homophobic years for LGBTQ+ communities, since on July 5th a homophobic riot started in Tbilisi (Babunashvili et al., 2021). According to the Ombudsmen of Georgia: “pre-organized groups committed group violence against a large number of civilians in different locations of Tbilisi. Journalists and citizens suffered health injuries of various degrees, representatives of the LGBTQ+ community and their supporters could not enjoy the right to peaceful assembly and demonstration, journalists were prevented from carrying out their professional activities, property of citizens was damaged and destroyed” (Public Defender’s Statement One Year after July 5 Violence, 2022).

In 2020 International Social Survey Program (ISSP) surveyed 33 countries on whether sexual relations between two adults of the same sex are always wrong, Georgia was among these countries and not be surprising that 84% of respondents said that it is always wrong (Babunashvili et al., 2021).

Figure 1 – Perception of sexual relations between two adults of the same sex



Source : (Babunashvili et al., 2021, p.1)



The LGBTQ+ movement has had significant advancements as well as ongoing difficulties throughout its history. LGBTQ+ communities have been fighting for acceptance and equality ever since the Enlightenment, when same-sex activity and cross-dressing were illegal, and the historic Stonewall Riots of 1969. Specifically, the Stonewall Riots sparked a global movement that altered public perceptions and established the framework for ensuing advocacy.

#### **4. A case of two Georgian HEIs - Research Methodology and Methods**

Taking into consideration the background information of LGBTQ+ community in Georgia, it is interesting to research Educator's and Student's attitudes towards LGBTQ+ communities in higher education institutions.

The researcher used qualitative and quantitative methodology: literature review and survey. The respondents of the study were students, lecturers, and administrators. In the case of lecturers with selected criteria, it was purposefully sending the survey to the lecturers, as for the students the sample selection was random. Cross-checking methods were used to check the determine validity and accuracy. The Survey incorporated seven multiple-choice, four 5-point Likert scale questions to determine the beliefs of educators, administrators, and students about inclusive education for LGBTQ+ students and one open-ended question for each characteristic of the research population, to have more qualitative analysis.

#### **5. Results and analysis**

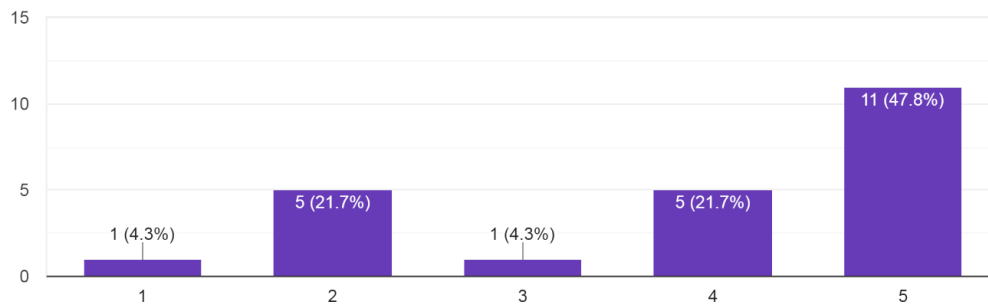
23 respondents from two private higher education institutions participated in the survey- 16 students, 4 administrators, and 3 lecturers (1st survey question). The second question was posed to identify participants' ages and see if perceptions and beliefs varied across different age groups. However, the respondents' ages did not show significant variation, indicating no notable differences related to age. The challenge the researcher faced was deciding whether to ask participants about their gender (3rd question). Ultimately, the question included a third option labeled "other." Results identified 60.9% of participants as women and 39.1% as men. none of the participants selected the option "other", which might lead to the conclusion that this was the first survey on such a topic in an academic setting.

The researcher sought to determine participants' familiarity with LGBTQ+ terminology with the help of a 4th question. The results indicated that 100% of participants reported being either fully or partially aware of LGBTQ+ terminology. To support the case for diversity and inclusion the following data was collected on the importance of LGBTQ+ inclusivity. 69.5% of participants believe that LGBTQ+ inclusivity is important in an academic setting, demonstrating that a majority of the respondents value inclusivity.

Figure2- The importance of LGBTQ+ inclusivity in the academic setting)

To what extent do you believe LGBTQ+ inclusivity is important in an academic setting?

23 responses

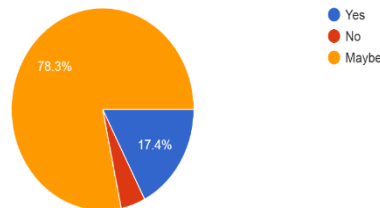


Source: Developed by the researcher

6th and 7th questions of the survey aimed to understand if the survey participants' heterosexual peer/s and colleagues accept LGBTQ+ students and to what extent. The survey result shows that 78.3% of participants are unsure if their peers or colleagues accept LGBTQ+ students and the majority marked neutral - 3 (43.5%) and 2 (30,4%) on a Likert scale. This indicates a significant level of uncertainty or lack of awareness regarding the attitudes of others towards LGBTQ+ individuals.

Figure 3- Beliefs of peers/colleagues on acceptance of LGBTQ+ students:

Do you believe your heterosexual peers/colleagues are generally accepting of LGBTQ+ students?  
 23 responses

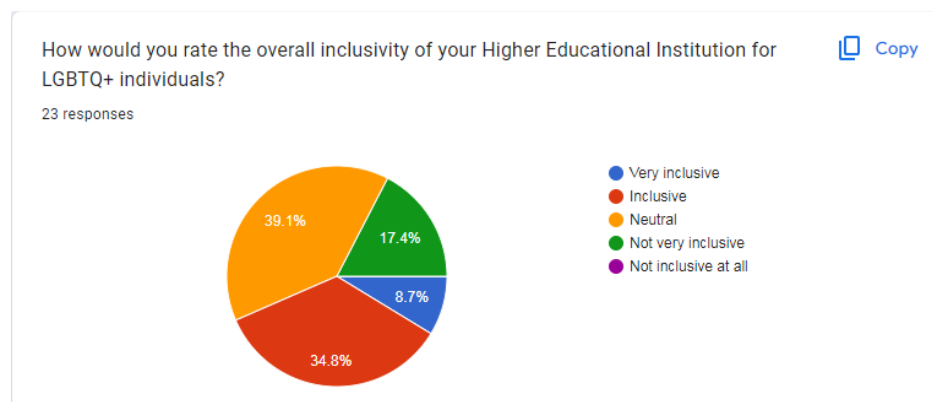


Source: Developed by the researcher

The survey included questions regarding the positive (Question 9th) and negative (Question 10th) attitudes toward LGBTQ+ students that may influence academic progress. 56.5% believe that negative attitudes may lead to feelings of isolation and affect student's academic achievement. 52,2% of respondents think that when students feel accepted, they are more likely to engage in class discussions and extracurricular activities.

Participants were requested to assess the level of inclusivity at their university, ranging from "not inclusive at all" to "very inclusive" (Figure 4-1, question 11th). 34.8% of respondents believe that their university is inclusive, while 39.1% feel neutral about its inclusivity. Additionally, 17.4% admit that the university is not very inclusive. Only 8.7% of participants believe that their university is very inclusive.

Figure 4 – The level of inclusivity at Universities



Source: Developed by the researcher

There was one open-ended 12th question in the survey that invited respondents to suggest ways to make the academic environment more inclusive. One of the respondents highlighted the importance of diversity in an academic setting and underlined that inclusivity should be framed as a human right:

"I believe universities - above all other public spaces - should make sure everyone feels safe, valued, respected, and supported, regardless of their sexual orientation or gender. But how we, as institutions, go about implementing this is important. This should be framed as a human rights issue, and not an ideological one. When we frame this ideologically (for example grounded in critical social justice theory and identity politics) we perpetuate a pernicious and divisive worldview that asks us to divide our societies into two groups: the oppressors and the oppressed. This inevitably leads to further division and mistrust, leaving in its wake a fractured and paranoid learning environment where immutable characteristics are weaponized in a never-ending cycle of us vs. them" (Respondent N8).

## 6. Conclusions

It is very important to discuss LGBTQ+ students' issues in the academic setting in order to maintain an inclusive, common, area for students, lecturers, and staff members. Ensuring that the needs of LGBTQ+ students are met and safeguarded as in any other student's case. Researchers think that no exclusive conditions are needed for LGBTQ+ students, except the ones set by law on Human rights.

Based on the research results, several important conclusions were drawn. RQ1, RQ2- most lecturers, administrators, and students assert that their institutions maintain a neutral stance on inclusivity. However, they stress the importance of implementing training programs to enhance awareness and understanding among their colleagues. This training is seen as a necessary step to ensure that all staff members are adequately informed about inclusivity issues and can contribute to a more welcoming and supportive environment.

When it comes to discussing LGBTQ+ issues, participants generally feel moderately comfortable. This suggests that there is a baseline level of openness and willingness to engage in conversations about these topics. However, a significant concern remains, as 78.3% of participants (18 individuals) expressed uncertainty about whether LGBTQ+

individuals are genuinely accepted by their colleagues and peers. This uncertainty highlights the need for further efforts to foster an inclusive and accepting atmosphere within the institution.

RQ3- the majority of participants, a notable 91%, believe that fostering positive attitudes significantly enhances students' academic performance. They suggest that when students are surrounded by encouragement and a supportive environment, it boosts their motivation, engagement, and overall success in their studies. These participants emphasize that positive reinforcement from teachers, peers, and the institutional culture plays a crucial role in helping students thrive academically.

Conversely, an even higher percentage of participants, 95%, think that negative attitudes have a detrimental impact on students' academic performance. They point out that when students face negativity, whether it comes from instructors, classmates, or the broader university environment, it can lead to decreased motivation, increased stress, and ultimately poorer academic outcomes. These negative attitudes can manifest as criticism, lack of support, or a hostile learning environment, all of which hinder students' ability to perform to their best abilities.

In summary, participants overwhelmingly agree that both positive and negative attitudes within the educational environment significantly influence students' academic performance. Positive attitudes are seen as a catalyst for academic success, while negative attitudes are viewed as significant obstacles that can impede students' progress

## **7. Recommendations**

Given that most lecturers, administrators, and students assert that their institutions maintain a neutral stance on inclusivity but emphasize the need to raise awareness. It is crucial to implement comprehensive training programs. These programs should focus on:

Raising awareness about LGBTQ+ issues and the importance of inclusivity.

Providing practical strategies for fostering an inclusive environment.

Ensuring that all staff members, from lecturers to administrators, are equipped with the knowledge and skills to support LGBTQ+ students effectively

Since 91% of participants believe positive attitudes enhance academic performance and 95% think negative attitudes are detrimental (RQ3), it is important to develop programs promoting positive peer interactions and a supportive community atmosphere.

To foster a more inclusive and supportive environment, institutions should implement comprehensive training, promote open communication and visibility, enhance policies and practices, create a supportive atmosphere, and continuously monitor the process.

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## **Achieving Language Fluency and Global Awareness: Empowering Students Through Board Game Dynamics**

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### **Abstract**

The paper explores a novel approach to foreign language teaching through the implementation of an interactive board game. In our contemporary world, where globalization is increasingly prevalent, the importance of teaching students a foreign language cannot be overstated. Alongside language acquisition, developing critical thinking skills is paramount for navigating complex societal challenges. Thus, to achieve these objectives, we introduce a board game activity. This game is designed to immerse students in a dynamic learning environment where they not only enhance their language proficiency but also develop a deep understanding of the Sustainable Development Goals (SDGs). By emphasizing various teaching methods, this activity aims to foster high levels of student engagement and involvement.

The significance of this board game lies in its multifaceted benefits for language learners. Firstly, it serves as a tool to raise students' awareness about the global challenges addressed by the SDGs. Through gameplay, learners are exposed to real-world issues and encouraged to discuss them in the target language, thereby enhancing their speaking skills and vocabulary acquisition. Moreover, the game promotes creative thinking and problem-solving abilities as students collaborate in groups to navigate through the challenges presented by each goal. This collaborative aspect not only cultivates teamwork skills but also encourages peer learning and cooperation.

The paper underscores the importance of utilizing innovative teaching methods to create dynamic and active language lessons. In conclusion, this paper advocates for the integration of interactive board games into foreign language teaching practices. Such activities not only enhance language proficiency but also promote global citizenship and critical thinking skills among learners.

**Keywords:** foreign language teaching, interactive board games, sustainable development goals, student engagement, speaking skills, creative thinking, problem-solving, teamwork skills, language proficiency.

### **1. Introduction**

Learning foreign languages is incredibly important in our interconnected world. As Nelson Mandela once said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." (Mandela, N.1994). When we know another language, we can communicate with people from different countries and cultures, which helps us understand each other better and build stronger relationships. It opens up a whole new world of opportunities for us, personally and professionally. However, traditional methods of teaching languages, like memorizing vocabulary lists and grammar rules, can sometimes be dull and uninspiring for students. It's like eating the

same plain sandwich every day for lunch; it gets boring after a while! That's why finding new and exciting ways to teach languages is crucial, so students stay engaged and motivated to learn.

In addition to learning languages, it's also essential to raise students' awareness about important global issues, such as the Sustainable Development Goals (SDGs). As Ban Ki-moon, former Secretary-General of the United Nations, stated, "Sustainable development is the pathway to the future we want for all. It offers a framework to generate economic growth, achieve social justice, exercise environmental stewardship, and strengthen governance." (Ban Ki-moon, 2012) These are like a roadmap for making the world a better place by addressing issues like poverty, inequality, and climate change. By incorporating discussions about the SDGs into language lessons, students not only improve their language skills but also become more informed and socially responsible citizens. They learn that they have a role to play in creating positive change in the world and are inspired to take action in their communities. It's about empowering students to become global citizens who are knowledgeable, compassionate, and ready to make a difference.

In our quest to make language learning more engaging and meaningful, we've introduced an exciting new approach: board game activities. These activities take learning beyond the traditional classroom setting and transform it into a dynamic and interactive experience. As educational theorist Seymour Papert stated, "The role of the teacher is to create the conditions for invention rather than provide ready-made knowledge." (Papert, S.1980). Instead of just sitting and studying from textbooks, students get to participate in fun and immersive games that challenge them to think, communicate, and collaborate in the target language. These board games not only enhance language skills but also provide a platform for hands-on exploration of real-world issues like the Sustainable Development Goals (SDGs). By integrating gameplay with language learning objectives, we aim to foster a deeper understanding of both language and global issues while keeping students actively involved and motivated to learn. Through board game activities, we're revolutionizing language education and creating an environment where learning is not only effective but also enjoyable and empowering for students.

Let's discuss the importance of this game:

1. Learning About Big Global Issues: The game helps students understand and talk about big problems in the world, like poverty and climate change. They do this while playing, which makes learning fun!
2. Getting Better at Language: While playing, students practice speaking and using new words. It's like sneaky learning because they're having so much fun, they don't realize they're learning!
3. Becoming Better Problem Solvers: In the game, students work together to solve problems. This helps them learn to think creatively and figure things out, just like they would need to in real life.
4. Making Learning More Exciting: Traditional language classes can be boring sometimes. But with this game, learning becomes a real adventure! Students get to play, talk, and learn all at once.

Using fun activities like board games is a great way to teach languages. It's not just about learning words; it's about understanding big global issues and becoming better thinkers. So, let's bring more fun into our language classes and make learning an exciting journey for everyone!

## **2. Literature Review**



The integration of innovative educational tools in language learning has gained significant attention in recent years. Traditional methods, often centered on rote memorization and repetitive exercises, have been criticized for their lack of engagement and effectiveness in fostering communicative competence and critical thinking skills (Lightbown & Spada, 2013). Recent pedagogical trends advocate for a more interactive and student-centered approach, emphasizing the importance of contextual and experiential learning (Nunan, 2015).

Board games have emerged as a powerful tool in this context, offering a dynamic and interactive way to enhance language skills while simultaneously engaging students in meaningful content (Wright, Betteridge, & Buckby, 2006). Research indicates that games in education can improve motivation, increase student participation, and enhance the retention of learned material (Gee, 2003; Prensky, 2001). Furthermore, board games provide a platform for collaborative learning, where students can develop social skills and teamwork (Kafai & Burke, 2015).

Incorporating global issues into language learning aligns with the broader educational goal of fostering global citizenship. According to UNESCO (2014), education for global citizenship involves equipping learners with the knowledge, skills, values, and attitudes needed to thrive in an interconnected world and contribute to a more peaceful, just, and sustainable society. By discussing topics such as the Sustainable Development Goals (SDGs), students not only improve their language proficiency but also become more informed and socially responsible individuals (Bourn, 2015). The use of board games to teach global issues has been explored in various educational settings. For instance, Nilsson and Jakobsson (2011) found that games designed around environmental sustainability topics enhanced students' understanding and engagement with the material. Similarly, McGonigal (2011) highlights the potential of gamified learning experiences to foster empathy and critical thinking, crucial components of global citizenship education.

### **3. Methodology**

To evaluate the impact of board game activities on language fluency and global awareness, we implemented a structured approach involving the participation of cadets from a military lyceum. Our methodology included pre-activity preparation, execution of the board game, and post-activity evaluation to measure both language improvement and awareness of global issues.

### **4. Procedure**

Let us introduce the board game activity! Students are split into teams, each with their colorful board, dice, and mission cards filled with different tasks. With a roll of the dice, students pick a card, and the countdown begins! Depending on their age, they have a set time to figure out which Sustainable Development Goal their mission belongs to. They've picked their mission cards, each containing a task aimed at making the world a better place. Now, it's time to match these missions with the right Sustainable Development Goals (SDGs). They're not just strategizing; they're deciphering which Sustainable Development Goal their mission aligns with. They talk about reducing food waste, supporting ethical clothing companies, and volunteering to help vulnerable groups. With each mission, they ponder which global goal it connects to. Is it about ending hunger, promoting responsible consumption, or supporting gender equality? It's like solving a puzzle but with real-world significance.

Research shows that "Games, motivation, and Learning: A Research and Practice Model" by Garris, Ahlers, and Driskell (2002) supports the notion that games can significantly enhance motivation and learning outcomes in educational

contexts. Integrating SDGs into educational activities helps students develop a deeper understanding of global issues and fosters critical thinking and problem-solving abilities. As UNESCO (2017) highlights, "Education for Sustainable Development Goals: Learning Objectives" emphasizes that understanding SDGs is crucial for fostering competencies needed to address global challenges effectively.

As the seconds tick by, one student from each group takes the role of an observer. They watch the clock tick down, their eyes flitting between their group's discussions and the time. When the time is up, they step forward, ready to check their group's responses. Did they correctly identify the SDGs associated with their mission? It's a moment of truth, where knowledge meets action, and understanding blossoms. It's not just a game; it's a great journey where students learn about global challenges, practice their language skills, and realize their power to change the world.

Educational activities that involve teamwork and time constraints, such as this board game, have been shown to improve students' collaborative skills and time management. Johnson and Johnson (1994) state in "Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning" that "cooperative learning promotes higher achievement, more positive relationships, and greater psychological health than do competitive or individualistic learning experiences." Additionally, discussing topics like food waste, ethical consumption, and volunteering within the framework of SDGs raises students' awareness and encourages proactive attitudes toward societal challenges. According to Leal Filho et al. (2020), in "Sustainable Development Goals and Higher Education Institutions," integrating SDGs into educational frameworks "enhances students' critical thinking and prepares them to contribute effectively to sustainable development."

It's not just a game; it's a great journey where students learn about global challenges, practice their language skills, and realize their power to change the world. This hands-on approach aligns with experiential learning theories, which emphasize the importance of active participation and reflection in the learning process. Kolb (1984) in "Experiential Learning: Experience as the Source of Learning and Development" asserts that "learning is the process whereby knowledge is created through the transformation of experience," highlighting the value of interactive and engaging educational activities.

Now we want to show some examples of the cards and the missions.

Reduce food waste by purchasing only the required quantity. it represents - SDG 2 - Zero Hunger

Buy clothes from companies that have a social responsibility and donate to groups aiding the poor. of course, it's SDG 1 - No Poverty,

Get involved as a volunteer in training centers that engage in activities aimed at teaching vulnerable groups, helping migrants and ethnic minorities, and enabling representatives to learn the national language. Your time can be more important than money. this card belongs to SDG 4 - Quality Education

You can enjoy biking, using public transportation, or walking. When you choose to walk, you will have the opportunity to reduce carbon emissions. this card belongs to SDG 13 - Climate Action

Show interest in women in the country, adhering to legal regulations. Identify where your volunteering is needed and engage in relevant events SDG 5 - Gender Equality

Learn about the functions of international organizations by participating in activities like Model United Nations. This involvement enhances negotiation, communication, and leadership skills, while also deepening your understanding of international cooperation and organizations SDG 17 - Partnerships for the Goals.

Through this activity, students have not only improved their speaking skills but also developed valuable teamwork, critical thinking, and problem-solving abilities. As John Dewey famously noted, "Education is not preparation for life; education is life itself." As they engaged in discussions, collaborated with their peers, and strategized to match missions with Sustainable Development Goals, they sharpened their ability to express themselves confidently. Moreover, by working together to tackle real-world challenges, they learned the importance of cooperation and creative problem-solving. This activity wasn't just about playing a game; it was a transformative experience that equipped students with essential life skills to navigate the complexities of our interconnected world.

### **5. Recommendation and Conclusion**

As the cadets' military lyceum is a boarding school, we conducted this activity outdoors. After the activity, we asked the students to share their thoughts, and their responses were overwhelmingly positive. They described the experience as amazing, highlighting how it expanded their awareness of global issues and inspired them to make a difference. Moreover, they praised the outdoor setting, saying it added to the enjoyment of the activity. Their enthusiasm was evident as they expressed their desire for more experiences like this. It's clear that this activity not only engaged their minds but also captured their hearts, leaving a lasting impact on our cadets at the military lyceum.

Based on the findings and the overwhelmingly positive feedback from the cadets at the military lyceum, several recommendations can be made to further enhance the integration of board game activities into language learning and global awareness education:

**Expand the Use of Board Games in the Curriculum:**

Incorporate board game activities regularly into the language curriculum. By making these games a consistent part of the learning process, students can continuously improve their language skills while staying engaged and motivated.

**Develop a Diverse Range of Games:**

Create a variety of board games that cover different aspects of language learning and global issues. This will prevent monotony and ensure that students are exposed to a wide range of topics and challenges.

**Tailor Games to Different Proficiency Levels:**

Design board games that cater to various language proficiency levels. This ensures that all students, regardless of their current language skills, can participate and benefit from the activities.

**Integrate Real-World Issues:**

Continue to embed real-world issues, particularly the Sustainable Development Goals (SDGs), into the board games. This not only enhances language learning but also raises students' awareness of global challenges and encourages them to think critically about solutions.

**Facilitate Peer Collaboration and Reflection:**

Encourage peer collaboration and reflection after each game session. Students should be given opportunities to discuss their experiences, the strategies they used, and the lessons they learned, which can deepen their understanding and reinforce their learning.

Use Technology to Enhance Engagement:

Incorporate digital versions of board games to leverage technology and make the activities more interactive. This can also provide opportunities for remote learning and allow students to engage with the material outside the classroom.

Provide Training for Educators:

Offer professional development for educators on how to effectively use board games as a teaching tool. Training should include strategies for facilitating games, integrating them into the curriculum, and assessing student progress.

Gather Continuous Feedback:

Regularly collect feedback from students to understand their experiences and preferences. This will help in refining the games and ensuring they remain relevant and enjoyable for the learners.

Promote Interdisciplinary Learning:

Encourage the integration of board games in other subjects, such as social studies or science, to promote interdisciplinary learning. This can help students see the connections between different areas of knowledge and apply their language skills in diverse contexts.

Foster a Supportive Learning Environment:

Create a supportive and inclusive environment where all students feel comfortable participating in the games. Emphasize the importance of teamwork, respect, and positive reinforcement to enhance the overall learning experience. By implementing these recommendations, educators can maximize the potential of board game activities to make language learning more engaging, meaningful, and impactful for students, ultimately fostering a generation of knowledgeable, skilled, and globally aware individuals.

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### **Fatality in Racine's Tragedy "Phèdre"**

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#### **Abstract**

In Racine's tragedies, mortality is represented by the interplay of his upbringing, temperament, and life experiences. Racine's tragedies highlight the lack of sympathy and compassion in their environment by showing humans battling internal forces that ultimately lead to catastrophe. The fatalistic view of sin in Racine's plays is emphasized by his selection of material from non-Christian nations and his avoidance of Christian subjects. Aeschylus and Sophocles' themes of fatality are echoed throughout Racine's works, which show his debt to great tragedians like Euripides. Racine uses Greek tragedies as inspiration to depict strong emotions and connect individuals through love and jealousy.

In Jean Racine's tragedy "Phèdre," the theme of fatality permeates the narrative, driving the protagonists towards their inevitable tragic ends. At the center of the drama there is Phèdre herself, a lady overwhelmed by illicit yearning, by forbidden desire for her stepson Hippolytus. Her fatal flaw, her inability, incapacity to resist or control her passions, sets in motion a series of events that culminate in tragedy. Phèdre tries to control her emotions, to suppress her feelings, but despite her efforts, she is ultimately unable to escape her destiny which brings about her collapse. Fate and destiny are major themes in the play, influencing the characters' decisions and behaviors, and shaping their actions and outcomes. The concept of fatality is further reinforced by divine involvement. Characters like Theseus, Hippolytus, and Phèdre are all subject to the whims of fate, they are powerless against fate and unable to break free, to alter the path that destiny has planned for them. Furthermore, with people plagued by the transgressions haunted by the sins of their ancestors, "Phèdre" delves into the idea of a generational curse. This cyclical nature of tragedy underscores the inevitability of their fates, emphasizes how inevitable their fates are and how destiny has an unbreakable hold over them. The characters' attempts at redemption or defiance are ultimately futile. The play's exploration of human frailty and fate is particularly relevant in today's world, as individuals grapple with their mortality and the unpredictability of life. "Phèdre" serves as a reminder of the power of fate and the consequences of human weakness, while also offering a glimpse into the complexities of human emotions and desires. In conclusion, Racine's "Phèdre" is a powerful exploration of the human condition, with its themes of fate, human weakness, and tragedy. The characters' terrible ends and the play's tragic end serve as a reminder of the inexorable, inevitable nature of death and the consequences of human actions, while also highlighting the beauty and complexity of human emotions and desires.

**Keywords:** Racine, classicism, fatality, fate, destiny, Phaedra, tragedy, internal struggle

## 1. Introduction

The concept of Fatality, fate and destiny has been a recurring theme in literature throughout history, and Jean Racine's play "Phèdre" is no exception. This study aims to explore the role of fatality in the play and its impact on the lives of its characters. Several researchers have examined the theme of fatality in Racine's works, including Françoise Siguret, Georges Forestier, George Donn  , John Lyons, and so on. These scholars have highlighted how Racine's plays often explore the tension between free will and the inevitability of Fatality. For example, Siguret notes that Racine's characters are often driven by a sense of destiny, which can lead them to make choices that are both tragic and inevitable. ForestierHelloHu, on the other hand, emphasizes the role of Fatality in shaping the characters' actions and outcomes, arguing that it is a central element in Racine's dramatic structure. Lyons, in his analysis of Racine's use of Fatality, highlights the ways in which it serves to underscore the themes of the play, particularly the inevitability of tragic events. Scholars such as Henri Peyre, Madeleine Lazard, and Geoffrey Brereton have extensively studied Racine's works, including "Phaedra," offering insightful analyses on themes of fate, fatality and destiny. Peyre, in his seminal work "Racine et la trag  die classique," which serves as a foundational text in the scholarly discourse surrounding Racine's works, explores the tragic nature of Racine's characters and the inexorable forces that drive them toward their fates. Lazard, in "Racine: Ph  dre," examines the character of Phaedra herself, highlighting her internal struggle against the forces of destiny. Brereton, in "Racine: Phaedra," provides a comprehensive analysis of the play's themes and characters, shedding light on the role of fatality in shaping their actions and decisions. Characters such as Ph  dre, Hippolytus, and Theseus are all subject to the whims of Fatality, unable to break free from the predetermined course of their lives.

The historical context of the play is deeply rooted in the 17th-century French society and literary scene.

The historical context of the play is marked by the dominance of French classicism and the influence of the Jansenist movement, all of which contributed to shaping the themes and style of Racine's tragic masterpiece.

"Phedra" was first performed in 1677, a time, when French classicism was at its peak that emphasized order, reason, and adherence to strict rules in literature, drawing inspiration from ancient Greek and Roman, works. Racine's choice to adapt the Greek myth of Phaedra into a French tragedy reflects the fascination with classical themes and the desire to create morally instructive and emotionally powerful dramas.

Moreover, the Jansenist movement had a significant influence on Racine's portrayal of Fatality and divine intervention in his works.

At the heart of the play is Ph  dre herself, a woman consumed by the forbidden desire for her stepson, Hippolytus. Her fatal flaw, her inability to resist her passions, sets in motion a series of events that culminate in tragedy. Despite her efforts to suppress her feelings, Ph  dre is ultimately unable to escape her destiny, leading to her downfall.

This is evident in her famous monologue, where she laments her situation and the fate that has been laid out before her:

"O Jupiter! My destiny overwhelms me, and I succumb to my destiny." (Act IV, scene 6)

Phaedra's love is not a choice, but rather a force that has been predetermined by Fatality.



"The Heavens, which see our hearts and know our intentions, have already laid out their plans for Hippolytus." (Act II, Scene V) So, Phaedra acknowledges the influence of divine forces on Hippolytus's fate, suggesting that despite their intentions and choices, fate has already been decided by the heavens.

"It is Venus, wholly attached to her prey. / I yield to my misfortune, I let myself be drawn /

In the play, Hippolytus and Phaedra represent contrasting characters. Hippolytus symbolizes virtue and righteousness, while Phaedra embodies intense emotions. Despite Hippolytus's strong morals, he too falls victim to Fatality.

His refusal to give in to Phaedra's advances leads to a tragic end, showing how destiny can overpower individual choices. This tragic outcome illustrates how even the most virtuous and resolute individuals can be swept away by the capricious whims of Fatality.

Hippolytus: "Neptune le protège, et ce dieu tutélaire, Ne sera pas en vain imploré par mon père." (Neptune protects him, and this tutelary god, Will not be invoked in vain by my father.)

This excerpt shows that relying on divine protection, Hippolytus's faith in the gods—especially Neptune—is demonstrated by his conviction in their justice and kindness.

However, despite his piety and trust in the gods, despite his devotion and faith Hippolytus falls victim to the tragic events set in motion by Phaedra's forbidden love and the gods' intervention.

Racine's portrayal of Hippolytus's character illustrates the complex interplay between human agency and predetermined destiny that shapes the tragic outcomes in his plays. On the other hand, Theseus, Phaedra's husband, and Hippolytus's father plays a passive role initially. His sudden return, triggered by Phaedra's confession of her forbidden love, sets off a series of tragic events. Theseus's final confrontation with Fatality reveals the vulnerability of humans when faced with unstoppable destiny. Racine portrays a moving picture of human fragility, the concept of Fatality as a powerful force governing the lives of characters and shaping their destinies.

The role of fatality in "Phèdre" is also closely tied to the play's tragic structure. The use of Fatality serves to underscore the themes of the play: predestined circumstances, tragic flaws, divine intervention, influencing the characters' actions and outcomes, etc.

The characters in the play are not merely victims of their circumstances but are also agents of their fates, making choices that contribute to the tragic events, Racine's use of Fatality in "Phèdre" aligns with the classical Greek concept of tragedy, where characters are often at the mercy of a predetermined destiny.

Racine masterfully integrates the concept of fatality into the fabric of the play, underscoring the characters' struggles within a cosmic order that dictates their destinies.

The tragic structure of "Phèdre" is thus deeply rooted in the interplay between Fatality, human agency, and the consequences of their actions, creating a compelling narrative that resonates with audiences across centuries.

Through stylistic choices like vivid descriptions, similes, anaphora, and apostrophes Racine enhances the emotional intensity and dramatic impact of "Phèdre," engaging the audience with the characters' internal conflicts and the underlying theme of fatality.

The play not only serves as a masterpiece of French classical tragedy but also delves deep into the human condition, portraying the characters as both agents of their own destinies and victims of a predetermined fate.

## 2. Conclusion

The protagonists of "Phaedra" are depicted as tragic victims of fate, an inescapable force that governs their actions. Phaedra's transgression is not a matter of personal choice but a predestined calamity. Her internal struggle and eventual downfall underscore the tragic inevitability embedded in her destiny.

Fatality in "Phaedra" is not only a personal torment but a pervasive influence that affects all the characters: Hippolytus, and Theseus, the tragic fates of these characters reinforce the classical theme of humans as pawns in the hands of capricious deities, powerless to alter their predestined paths.

Racine's portrayal of fatality in "Phaedra" aligns with the broader tradition of classical tragedy, where fate operates as an inexorable force that shapes the characters' lives, often leading to their ultimate ruin. This deterministic view underscores the vulnerability of humans in the face of divine will and the futility of resisting one's destiny. In this light, Phaedra's tragic end is not merely a result of personal failings but a manifestation of the relentless and impartial nature of fate that governs the lives of all characters within the play. Thus, Phaedra emerges as a quintessential tragic heroine, whose suffering and downfall poignantly illustrate the profound and inescapable influence of fate in human affairs.

Thus, from the analysis of the play, it is seen that Phaedra is guilty innocent, guilty as a person who is aware of her crime and - innocent, because her crime or criminal actions are not due to her own, but to the intervention of external forces, deities, with a destiny that is pre-written that controls her behavior. That is why she is an innocent criminal, and that is why Racine's play is called a psychological tragedy.

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## **The Role of Quizizz in Advancing EFL Students' Task-based Language Learning at the University Level (A Case of Georgia)**

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### **Abstract**

This study examines the role of Quizizz in enhancing EFL students' task-based language learning at the university level, focusing on student engagement, motivation, and language proficiency. A survey of 65 students from two private universities assessed Quizizz's effectiveness in boosting motivation, language acquisition, and active learning. Key aspects included usage frequency, engagement, perceived effectiveness, language confidence, collaboration, challenges, and recommendations. Preliminary findings suggest that Quizizz positively impacts students' learning experiences, with its interactive features preferred over traditional methods, despite some technical and assessment limitations. The research highlights Quizizz's ability to create dynamic, student-centered learning environments that promote collaborative learning and authentic language practice.

**Keywords:** English language learning, online game applications, Quizizz, task-based language learning, and EFL students' motivation.

### **1. Introduction**

In recent years, the incorporation of technology into education has transformed teaching and learning practices, especially in the area of language education (Pingmuang & Koraneekij, 2022). Given the importance of English as a global lingua franca, it holds significant value, particularly for non-native speakers participating in English as a Foreign Language programs. As a result, educators are continually exploring innovative methods to enhance language learning outcomes, particularly at the higher education level.

One such innovative method is the use of Quizizz, a gamified learning platform. Quizizz has demonstrated the potential to advance EFL students' task-based language learning at the university level. This approach not only makes learning more engaging, but it also helps students focus and organize their learning activities more effectively. By integrating task-based learning with the interactive features of Quizizz, educators can create a more dynamic and participatory learning environment, ultimately improving students' language comprehension and performance.

### **2. Literature review**

Task-based language teaching has proven effective in the field of reading, according to Willis (1996) and Nunan (2011). It allows students to be more focused and organized, as well as extract important information from the text. When the task guides them, they become more actively involved and experience less panic, which ultimately leads to improved comprehension. Nunan (1989: 45) states that TBL aims to find solutions in teaching and learning. This means that using the TBL approach helped them overcome their problems in the teaching and learning process by doing assignments.

Wasis (1996: 13) advocates the use of assignments as the main focus of language classes, claiming that assignments create support for learning. When faced with a variety of problems, language teachers frequently seek solutions that can revitalize the classroom, often stemming from a lack of student motivation for learning. Using the TBL method can enhance their learning because the TBL task encourages student involvement and causes a significant improvement in their language performance.

To use Richards and Rodgers's (2001) analysis of the language teaching model, tasks have to be highly communicative, which enhances better comprehension and acquisition of the material. Shen (2005) briefly examined the origins of TBLT using Vygotsky's language learning theory and Ellis' input and interaction hypothesis. According to Vygotsky, the social nature of learning, as well as the critical role of teachers and peers, promote personal learning. According to Ellis's input and interaction hypothesis, the ultimate objective of language learners is to utilize comprehensible language input materials and apply classroom and language knowledge for expression and communication, thereby enhancing their ability to communicate in the target language (Shen, 2005).

Psycholinguistic perspectives serve as the theoretical foundation for task-based research in the field of second language acquisition (Liu et al., 2013). We accept the linguistic innate theory, which views language as a constrained system of rules or principles. Language acquisition is the process of internalizing a set of psychological rules or principles. In this process, language learners actively and continuously establish assumptions and hypotheses to understand the rules of language learning. The psycholinguistic study's contents and objectives are to internalize learners' language knowledge or abilities. However, the sociocultural theory receives less attention than it deserves (Ellis, 2013; Qin, 2017). Sociolinguistics is a linguistic theory that focuses on the social environment's influence on language use. In SLA, sociocultural supporters focus on the relationship between social environment and language output, or the interdependence between the social environment of language use and the learner's cognitive process that influences learners' language changes (Liu et al., 2013).

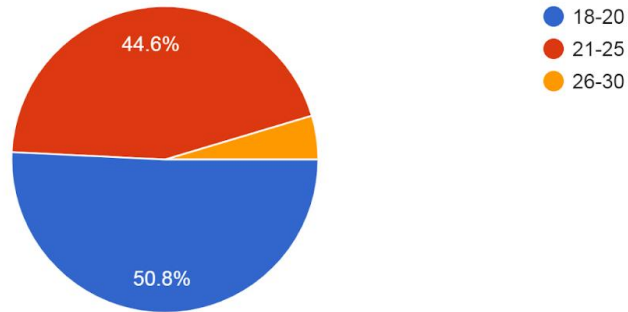
### **3. Research findings on the effectiveness of Quizizz in language learning**

Students from private universities are segmented into the following age groups: 18-20, 21-25, and 26-30. The majority of students fall into the 18-20 age group, accounting for 50.8% of the total. The 21-25 age groups comprise 44.6% of students, while the 26-30 age group accounts for 4.6%.

Figure 1.

Please indicate your age

65 responses

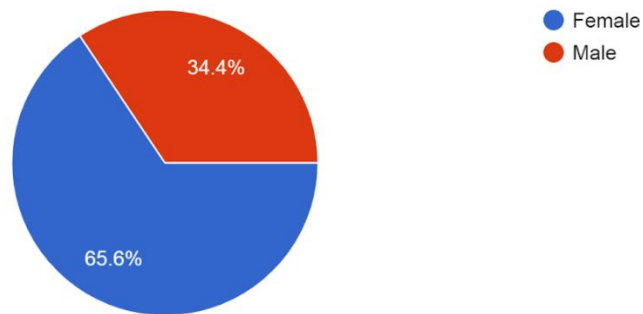


The gender distribution in percentages is as follows: 65.6 % of students are females, while 34.4% are males.

Figure 2.

Please indicate your gender

64 responses

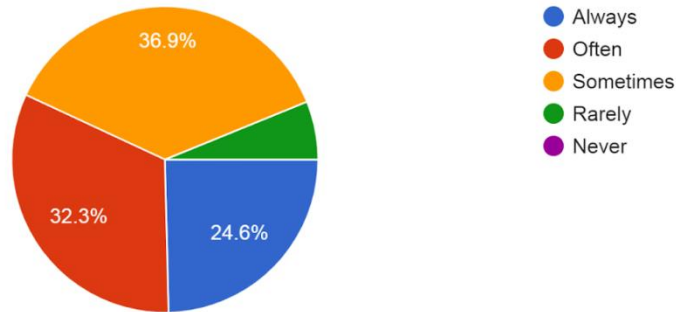


Students were asked to express their opinions about the frequency of participation in Quizizz activities as part of their EFL language learning course. According to the pie chart, 36.9% of students sometimes use Quizizz activities, 32.3% often use them, 24.6% always use them, and only 6.2% said they rarely use Quizizz activities.

Figure 3.

How often do you participate in Quizizz activities as part of your EFL language learning course?

65 responses

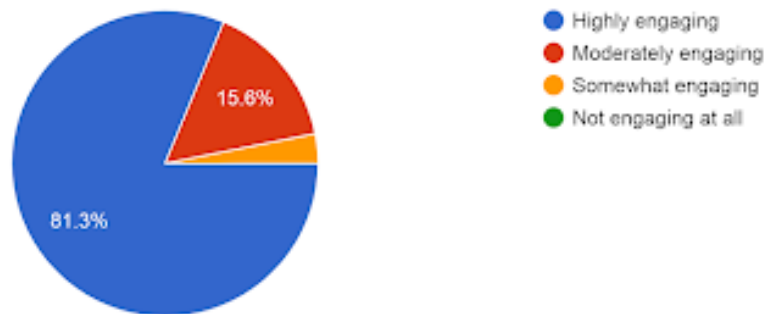


For the majority of students, Quizizz activities are highly engaging compared to traditional language learning exercises, with 81.3% finding them highly engaging, 15.6% moderately engaging, and 3.1% somewhat engaging

Figure 4.

How engaging do you find Quizizz activities in comparison to traditional language learning exercises?

64 responses



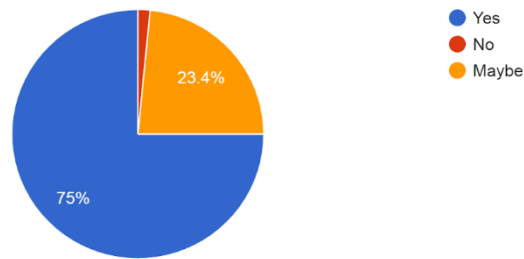
The majority of students 75% assume that Quizizz helps them understand and remember language content better than other methods. 23.4% of students are not sure (maybe), while only a few, 1.6 % do not believe in Quizizz's effectiveness.

Figure 5.



Do you feel that Quizizz helps you understand and remember language content better than other methods?

64 responses

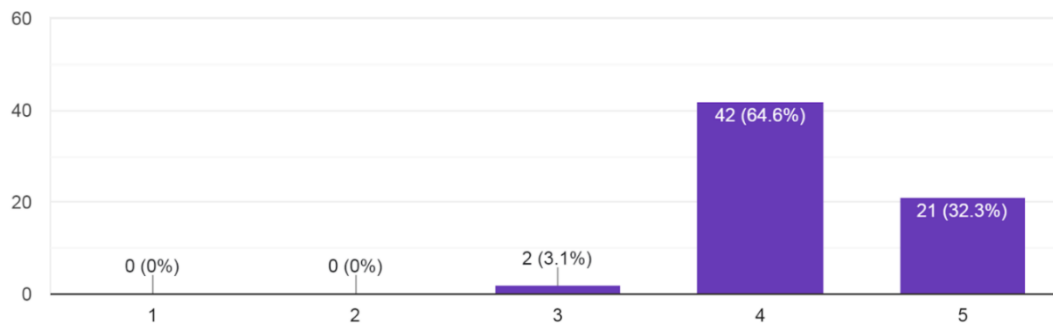


Students were asked to rank their confidence in using the language skills practiced in Quizizz activities on a scale from 1 to 5, where 1 represents minimum confidence and 5 represents maximum confidence in real-life situations. Of the 65 students surveyed, 42 (64.6%) ranked their confidence at 4, indicating that they find Quizizz activities helpful in real-life situations, while 21 students (32.3%) ranked their confidence at 5.

Figure 6.

How confident are you in using the language skills practiced in Quizizz activities in real-life situations? Rank on the scale from 1-to 5, where 1 is minimum and 5 maximum

65 responses

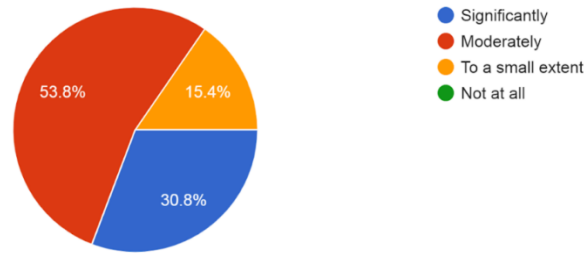


According to the pie chart, 53.8% of surveyed students moderately collaborate with their peers during language tasks using Quizizz, while 30.8% significantly collaborate, and 15.4% collaborate to a small extent

Figure 7.

In your opinion, does Quizizz help you work collaboratively with your peers during language learning tasks?

65 responses

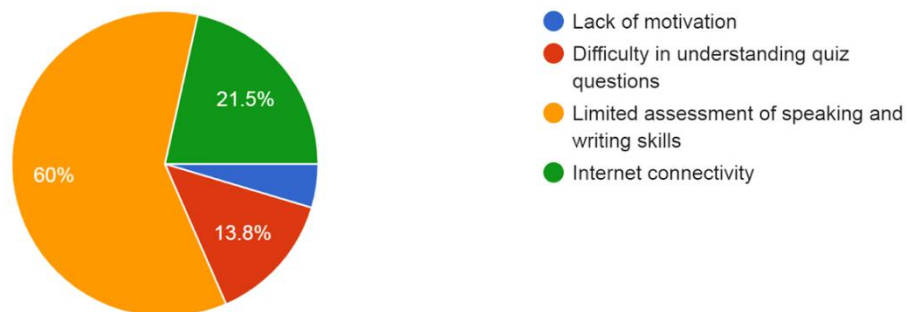


Students were asked to mention any challenges they faced while using Quizizz for task-based language learning. The majority of students (60%) identified the limited assessment of speaking and writing skills as their primary challenge. Additionally, 21.5% of students reported facing internet connectivity problems, 13.8% found it difficult to understand quiz questions, and a small percentage (4.7%) cited a lack of motivation as a challenge

Figure 8.

What challenges, if any, have you faced while using Quizizz for task-based language learning?

65 responses

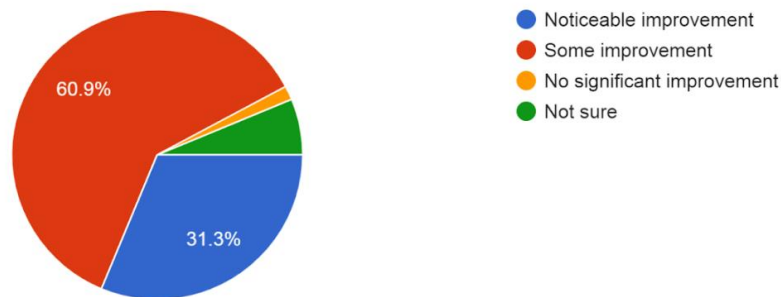


Out of the surveyed students, 60.9% noted some improvement in language accuracy and fluency when using Quizizz, while 31.3% identified a noticeable improvement. Additionally, 6% of students were uncertain, and 1.8% reported no significant improvement

Figure 9.

How do you feel Quizizz contributes to improving your language accuracy and fluency?

64 responses

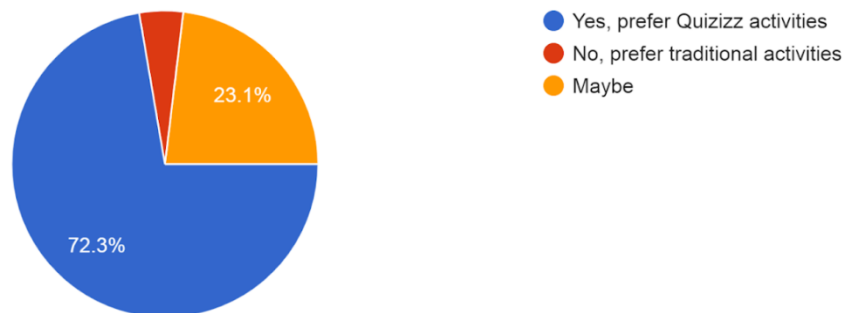


According to the following chart pie, 72.3% of students prefer task-based language learning activities that incorporate Quizizz over traditional classroom activities, 23.1 % of students are not sure (maybe) and only a few, 4.6 prefer traditional activities.

Figure 10.

Do you prefer task-based language learning activities that incorporate Quizizz over traditional classroom activities?

65 responses

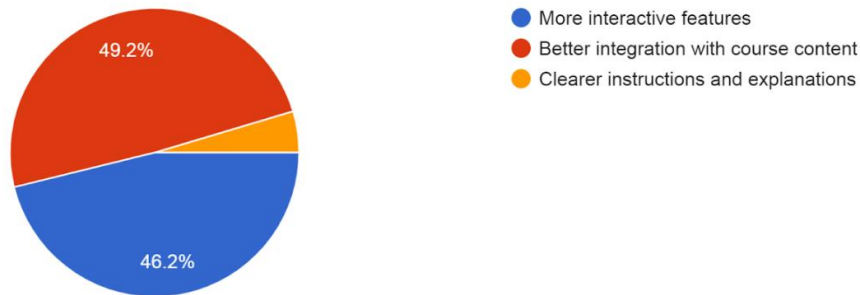


Students were asked to express their opinion about improvement to better support language learning needs, 49.2 % of surveyed students nominated a better integration with course content, 46.2% of students mentioned more interactive features and 4.6 % of students mentioned clearer instructions and explanations.

Figure 11.

How do you think Quizizz could be improved to better support your language learning needs?

65 responses

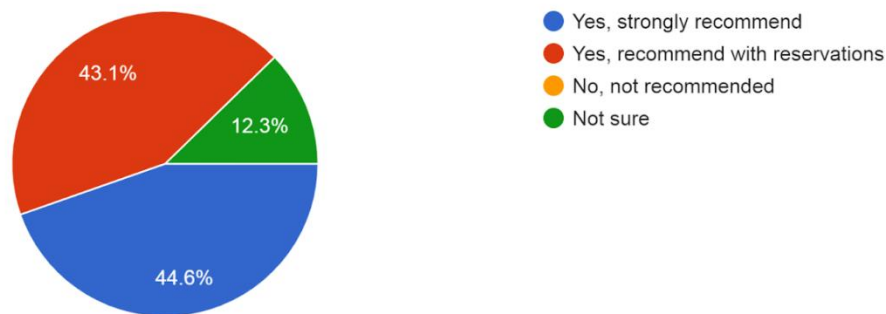


According to this pie chart, 44.6% of students strongly recommend Quizizz as a useful tool for EFL language learning to other students, 43.1 of surveyed students recommend it but with reservations, while 12.3 % are not totally sure (not sure).

Figure 12.

Would you recommend Quizizz as a useful tool for EFL language learning to other students?

65 responses



#### 4. Discussion

The research findings among female and male students aged 18 to 26 revealed a positive attitude towards the quiz platform's efficacy. Participants actively engaged with the platform, noting its benefits in enhancing content retention compared to traditional teaching methods. The majority expressed that the app's tasks significantly enhanced their English proficiency and bolstered their confidence in real-life language use, which aligns well with the research's primary objective of enhancing teamwork skills among young adults.

Throughout the study, several challenges surfaced, notably in evaluating speaking and writing skills, along with occasional internet connectivity issues. Despite these hurdles, students voiced constructive feedback, suggesting enhancements such as more interactive features, tighter integration with the curriculum, and clearer task instructions.

Importantly, despite these minor drawbacks, the majority of participants enthusiastically recommended the application to their peers, highlighting its potential for future educational endeavors.

### **5. Conclusion**

The research highlights the significant impact of the Quizizz application on students' learning experiences and language development. The positive results from students regarding their English proficiency and confidence in real-world situations have proved the application's effectiveness. Despite some challenges, such as assessing speaking and writing skills and internet connectivity, students expressed a desire to improve and refine the application further.

The findings also emphasize the importance of integrating Quizizz games into the curriculum to develop students' task-based learning skills and make them ready for collaborative work in real-life situations in the future. The majority of participants' recommendations to fellow students to use the application in the future emphasize its value and potential for wider adoption in educational contexts. Overall, the research illuminates the positive impact of digital tools like quiz platforms on fostering interactive and effective learning environments among young adults.

### **6. Recommendation**

Enhance the integration of Quizizz with the curriculum to effectively align subject content.

Maximize Quizizz's potential for flourishing task-based learning skills among students.

Address issues such as internet connectivity and speaking and listening capabilities.

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## **The Role of Educational Initiatives in Promoting Reconciliation Between Temporarily Occupied Abkhazia and the Rest of Georgia**

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### **Abstract**

The conflict between temporarily occupied Abkhazia and the rest of Georgia has been ongoing for decades, resulting in destitution and extensive displacement. In these years many diplomatic attempts were made, but unfortunately, tensions between the divided nations remain high, therefore, raising the demand for new measures in the context of promoting reconciliation. The following article delves into the possibilities of educational activities to close (or even come close to closing) the gap between the two sides. Research on a similar topic has demonstrated that educational programs can help promote peace in different conflict zones, such as Northern Ireland and Israel-Palestine. However, there is a lack of academic resources and studies carried out to measure the success of educational initiatives in the Georgian-Abkhazian case. This study aims to assess the effectiveness of current educational programs and suggests future initiatives by doing a thorough analysis of existing literature. The article evaluates the impact of these programs by using participant surveys and focus group interviews. The hypothesis asserts that strategic educational initiatives play an immense role in contributing to regional stability.

**Keywords:** Educational initiatives, Georgia, Reconciliation strategies, Regional Stability, Temporarily occupied Abkhazia

### **1. Introduction**

Despite multiple diplomatic efforts to reconcile, tensions remain high, indicating the need for novel approaches, notably educational programs, to foster peace and regional stability. This article investigates the possibility of such initiatives in bridging the gap between the two areas, with an emphasis on programs headed by "Here Now - For Liberty!" that seek to integrate and educate Abkhaz (Georgian by nationality) youth.

### **Background and Context**

The conflict between Georgia and Abkhazia has triggered a humanitarian crisis, exacerbated divides and jeopardized regional stability. While diplomatic attempts have encountered difficulties, similar crises in other places have proved the effectiveness of educational initiatives in establishing peace. The experiences in Northern Ireland and Israel-Palestine demonstrate how strategic educational programs can promote understanding and reconciliation.

#### **Case Studies for Comparison**

1. Northern Ireland: The Northern Irish conflict, known as "The Troubles," lasted decades, fueled by religious and political tensions. However, education played an important role in the peace process. Integrated schools, which bring together youngsters from Protestant and Catholic backgrounds, have helped to foster understanding and minimize prejudice.

These institutions prioritized collaborative learning experiences, cultivating a new generation open to discourse and healing.

2. Israel-Palestine: The ongoing dispute between Israel and Palestine is one of the most contentious issues in the modern world. Educational efforts, such as collaborative Arab-Jewish schools, have been effective in fostering coexistence and understanding. These schools provide an environment in which children from both populations can learn together, fostering empathy and dialogue.

These instances demonstrate how education may bridge gaps and aid in dispute resolution. Applying these principles to the Georgian-Abkhazian situation yields useful insights into potential reconciliation measures.

#### Current Educational Programs and Initiatives

"Here Now - For Liberty!" plays a crucial role in promoting reconciliation through various educational initiatives aimed at integrating and educating Abkhaz (Georgian by nationality) youth. Key programs include:

1. Language Education Enhancement Project: By collaborating with one of the HEIs, the organization offers a 3-month training program in English and Georgian for 11th graders, preparing them for university-level language requirements.
2. "Teach for Georgia" Project: "Here Now - For Liberty!" initiated a 6-month English language teaching program for approximately 20 students who relocated to the controlled territory of Georgia. This program aims to bridge the language gap and enhance students' competitiveness in academic settings.
3. Community Engagement: The organization emphasizes ongoing efforts to support Abkhazian youth by visiting the region and engaging with community members to identify and address challenges faced by young people.

## **2. Methodology**

This study uses a mixed-methods approach to assess the effectiveness of these educational initiatives. Participant surveys provide quantitative data on the impact of programs on attitudes and perceptions of reconciliation, while focus group interviews offer qualitative insights into participants' experiences and perspectives on these initiatives.

### 3. Quantitative Survey Results

Surveys were conducted with 150 participants from the Language Education Enhancement Project and the "Teach for Georgia" Project. Key quantitative findings include:

- Improvement in Language Skills: 85% of participants reported a significant improvement in their English and Georgian language skills.
- Increased Awareness of Shared History: 78% of respondents felt more knowledgeable about the shared cultural and historical ties between temporarily occupied Abkhazia and the rest of Georgia.
- Willingness to Engage in Dialogue: 82% of participants expressed a greater willingness to engage in discussions with individuals from the other side of the conflict.
- Empathy and Understanding: 76% of students reported increased empathy and understanding towards their peers from the other region.

### 4. Qualitative Survey Results



Focus group interviews provided deeper insights into the participants' experiences:

- Personal Growth: Many students highlighted personal growth as a significant outcome of the programs. One student remarked, "Furthering my studies in the Georgian language and literature has not only opened academic doors for me but also made me realize how much we share in common with the rest of Georgia."
- Community Impact: Several participants noted the broader impact on their communities. A participant stated, "When we go back to our families and friends, we share our experiences and challenge some of the negative stereotypes they might have."
- Challenges: Despite the positive outcomes, challenges were also noted. Participants pointed out issues like limited resources and ongoing political tensions that sometimes hinder full participation and engagement.

#### Impact of Specific Programs

- Language Education Enhancement Project: This program has been particularly effective in preparing students for higher education opportunities and facilitating communication across divides. Survey results show that students feel more confident in their language abilities and are better equipped to engage with peers from different backgrounds.
- "Teach for Georgia" Project: This initiative has successfully bridged the language gap, with participants reporting enhanced competitiveness in academic settings and a stronger sense of community.

### **5. Conclusion**

Educational initiatives, particularly those led by "Here Now - For Liberty!" have shown potential to play a vital role in promoting reconciliation and regional stability between temporarily occupied Abkhazia and the rest of Georgia. Drawing on the lessons from Northern Ireland and Israel-Palestine, these programs can foster mutual understanding and cooperation. Continued investment and research into educational efforts are essential to achieving lasting peace and reconciliation. The preliminary data underscore the importance of educational initiatives in conflict resolution, making a compelling case for their expansion and support as integral components of reconciliation strategies. By addressing the identified challenges and implementing the recommended strategies, educational initiatives can continue to pave the way toward a more peaceful and stable region.

### **6. Recommendations for Future Initiatives**

1. Enhanced Collaboration: Strengthen partnerships between educational institutions in Georgia and Abkhazia to foster trust and cooperation.
2. Expansion of Language Support: Increase language learning resources to bridge communication gaps and facilitate meaningful exchanges.
3. Broader Community Engagement: Involve local communities in educational programs to extend the impact beyond students and into families and neighborhoods.
4. Policy Advocacy: Advocate for government support and funding of educational initiatives as part of a broader reconciliation strategy.

5. Monitoring and Evaluation: Implement ongoing assessment mechanisms to measure program outcomes and allow for data-driven improvements.

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## **Realization of Grice's Maxims in British and Georgian Talk Shows**

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### **Abstract**

The paper deals with the realization of Grice's maxims in British and Georgian Talk Shows. When we speak about a talk show as a part of discourse it is interesting how H. Grice's four (maxims of quantity, quality, relevance, and manner) maxims are realized in British and Georgian talk shows. Quantity maxim implies equal distribution of turn-taking signals and presents essential information for viewers. In talk shows of both cultures, we may find a word, a phrase, a sentence, or several sentences which may be used as turn-taking signals. But, in all cases, the maxim of quantity is presented because it carries essential information. Quality maxim is oriented on truth. When people appear in front of the audience they pay attention to their image; that's why they try to make sure the audience that the information they say is true. Each speaker's speech should be relevant, his or her speech should not be accidental but it should be connected to something which has been told before. Each participant of a talk show should say things clearly and avoid ambiguity of an utterance. He or she should be sequential and brief. Thus, the review of British and Georgian talk shows by Grice's maxims shows, that participants of a talk show try to defend all the maxims.

**Keywords:** discourse, a talk show, Grice's maxims, audience, presenter, viewer.

### **1.Introduction**

It is known that various aspects should be taken into account for the successful functioning of the discourse.

When we speak about communication principles and strategies the Cooperative Principle (CP), proposed by Grice (Grice 1975), and the four maxims related to it need to be mentioned. The Cooperative Principle indicates that people involved in the conversation have to contribute to the process of exchanging the conversation by using generally accepted goals and directions. It is interesting how these four maxims are realized in British and Georgian talk shows.

The theory proposed by Grice is based on the purposeful nature of communication and the circumstances of its successful realization. Thus, he proposed four categories of communication, or maxims, namely:

1. Quantity maxim, according to which participation in the conversation should not be more or less informative than it is necessary and should contain as much information as it is necessary.
2. Quality maxim, according to which the speaker does not say what he thinks is not true and says only what he can certify.
3. Maxim of relevance, according to which the speaker should say what is appropriate for the situation.
4. Maxim of manner, according to which the speaker's speech should not be vague and ambiguous (Grice 1975:218).

Goffman believes that communication cannot be successful if its participants do not follow H. Grice's principles of cooperation - four main maxims: quantity, quality, relevance, and manner.

As it is known, maxims are universal, although their linguistic realization is determined by the specifics of culture.

It's worth discussing how the four maxims proposed by Grice are realized in British and Georgian talk shows.

#### Quantity Maxim

According to Grice's definition, each participant in the communication should try to make his/her contribution to the conversation as informative as necessary. The conversation should not be more informative than what is required from us or, on the contrary, less informative (Grice 1968:82).

Goffman believes that the quantity maxim is quite difficult to defend for many people. All participants of the communication must have more or less equal time allocated for the conversation. Without special permission, any communicant should not take the turn for a long time. However, the quantity maxim differs according to language and social roles. The amount of speech allowed is related to turn-taking.

Some people, depending on their social role, take more turns and talk for longer.

According to Hatch, the maxim of quantity is related to the amount of information. Excessive speech is not acceptable, although the definition of it depends on the specifics of individual and cultural discourse (Hatch 1992:62).

Observation of the empirical material reveals that due to the specificity of the talk show genre and the asymmetric distribution of roles, people involved in the television discourse are not given an equal turn, although this does not lead to the misuse of the quantity maxim.

The beginning of the talk show in both countries is a monologue by the presenter or presenters. Accordingly, they talk for several minutes. In this case, the maxim of quantity is not misused because it is a constituent part of the format of this program, and also the information that the presenter conveys to the audience is important and it is a part of this format, and unnecessary details are not found.

In order to show the duration of the presenters' turn in all types of talk shows in both countries, I observed the duration of the presenter's monologue. The duration of the presenters' monologue of the British talk show was distributed as follows: Graham Norton's monologue lasts from 2,40 minutes to 3 minutes, Alan's monologue – 2 minutes. As for the presenter's monologue from Loose Women- we know that the talk show has several presenters. At first glance, they are equally involved, although one of the presenters takes a dominant position and during the course of the program she introduces the main topics and guests.

In the Georgian talk show, the duration of the presenter's monologue is as follows: Vano (The ვანო's Show) talks from 10 to 15 minutes in his monologue. Nanuka's monologue lasts from 1 to 7 minutes, and in the Day Show, like British Loose Women, several presenters change turns. However, in this talk show, one presenter dominates because of her institutional role.

Thus, the quantity maxim is strictly observed in the case of a talk show monologue. A different monologue, on the one hand, is a reaction to the current situation in the country, and on the other hand, it is a kind of plan for a talk show.

In the next part (interview) of the talk show of both cultures, the quantity maxim is more evenly observed in terms of the frequency and duration of the communicators' turns because this part is based on the question-and-answer between the presenter and the guest. Accordingly, the presenter asks a question and receives a comprehensive answer from the guest.

It should be noted that when we talk about the quantity maxim, it is not the number of words and sentences that is important here, but the provision of the basic information that the communicator is asking for. For example, in the talk shows of both countries, there were cases where the answer was only one word or phrase, but the quantity maxim was not misused because the basic information was given.

There are examples from British and Georgian talk shows:

Host: Alan: So, When are you starting filming the next season?

Guest: Next spring ( The Alan Titchmarsh Show, March 23, 2013).

Host:Nanuka: Lika, when is the display?

Guest: In several weeks (Day Show 2014).

The given examples do not misuse the maxim of quantity, because, despite the few words, the answer still provides comprehensive information on the question asked.

Observation of the empirical material revealed that quantity maxims are particularly important for moderators. They are people who are responsible for the program and their goal is, on the one hand, to provide the audience with all the necessary information and, on the other hand, to avoid a lot of information. The observation showed that the use of the quantity maxim in talk shows is regulated by the presenters. They often interrupt guests or each other when they believe that the maxim of quantity has been misused. In particular, the listener a) interrupts the speaker to provide the necessary information or b) tries to get the necessary information by questioning.

For example:

Host 1: In this case, it is not recommended to apply thick powders. So, light powders, because

Host 2: What do light powders mean?

Host 1: Light powders, everyone knows this word (Day Show, March 26, 2013).

In the given example, the interruption is caused by the misuse of the quantity maxim, although the presenter does not provide information to the listener herself, but rather tries to get the necessary information from the communicator through questioning.

In this case, the presenter's interruption is due to the fact that, in her opinion, the communicator did not provide enough information to the audience and listeners, that is, the quantity maxim was misused.

Interruption may also occur if the presenter feels that the quantity maxim is being misused due to excessive information.

Excessive information may cause:

1. misunderstanding in listeners. He will not be able to distinguish between primary and secondary information.
2. Misuse of format. It should be noted that the format and topics of the talk show are mostly planned in advance by the presenters.

Host 1: Light hard powders because the skin of the face should appear, so I appeal to all women

Host 2: Even if it didn't suit you?

Host 1: Well, that's what I was saying, that if you don't like the skin of your face, you should at least clean it with a beautician... (Day Show, 2013).

In the given example, the communicator is trying to emphasize the fact that he intended to include that information.

#### Quality Maxim

Grice's quality maxim is focused on truth. We cannot provide information that we are not sure is accurate, thereby misleading the audience. (Burke 1993 :32).

In my opinion, among Grice's maxims, the quality maxim is especially important in a talk show because the viewer and the studio audience need to feel that what the host and guests are saying is true. Otherwise, the presenter or guest will lose trust in the audience by providing false information, as well as cause negative emotions, which will, of course, have a bad effect on their image and rating. That is why the host or guests try to convince the audience that they are telling the truth. Sometimes it is clear from the reaction of the listeners that they do not believe what is being said, and therefore the presenter or the guests try to convince us of the correctness of what is being said.

There are examples confirming the above information from British and Georgian talk shows.

To explicitly state what we say is true:

Guest: I had a hernia. Oh, (laughter) it's true.

Guest 2: They all laughed, it's so odd (Graham Norton Show, May 17, 2013).

In the given example from the Graham Norton Show, the audience's laughter signals to the communicator that the listeners doubt the truth of what he is saying and, therefore, Grice's quality maxim is in danger. The communicator explicitly adds that what he says is true.

In the British talk show, there was also a case where one of the communicators (hosts) tried to prove his truth by means of an oath. For example:

Graham: It will really go on.

Guest: Really?

Graham: I swear I will (Graham Norton Show, June 21, 2013).

In the Georgian talk show, there are phrases confirming the truth of the saying, such as: to tell the truth, really:

Naniko: Have you used light powder?

Guest: To tell the truth, no ...(Day show, 2013).

In this example, the visitor is trying to emphasize the fact that she is telling the truth.

However, sometimes communicators are not sure of the truth of what they say, and in order to avoid responsibility they use the so-called Restrictions, that is, special verbal devices that soften the proposition presented in the utterance.

We find similar limitations in the talk shows of both cultures.

An example from the British talk show:

Graham: This is you, you taking a photograph of a great waterfall?

Guest: Yes, probably so (Graham Norton Show, June 23, 2013).

In the mentioned example, one of the communicators from the British talk show uses the word probably as a constraint to avoid giving inaccurate information.

In the Georgian talk show, we also find an attempt to avoid the violation of the quality maxim:

Nanuka: Who looks like naughty?

Guest: I think, dad.

Nanuka: Are you sure?

Guest: What do I know, grandma says like this ...( Nanuka's Show, May 1, 2013).

In the presented example, the guest tries to use the limit - "What do I know" in order to protect himself.

#### Maxim of Relevance

Each speaker's contribution to the conversation should be relevant, i.e. what no participant says should be random, but should be related to what was said before. (Blackmore1992:31).

Relevance is important in the talk show genre: the program is built on the exchange of turns between the guest and the presenter, and through this question and answer the audience learns new or already known information about the guest.

As is known, the maxim of relevance (Brown 1983:22) is considered one of the basic maxims. It includes all three maxims. Other maxims may be violated, but what is said is still relevant. For example:

Guest: You know what this topic is.

Host: What's wrong with this girl, she's in such a position (Day Show, 2014)

In this case, the program has several presenters. The guest is speaking and one of the presenters is looking at a magazine featuring the girls the guest is talking about. Therefore, the presenter's comment is relevant to the picture he is watching. No deviating from the topic.

#### Maxim of Manner

According to Grice, each participant in the discourse must say what he has to say clearly, avoiding the ambiguity of the statement. It should be consistent and concise (Grice1975:36).

Manners maxims differ in different cultures and social contexts.

Observation of the empirical material revealed that there are several strategies to make what we say clearer and avoid misinterpretation by listeners.

This is realized by special verbal means - by means of special phrases, such as in English: I mean, by the way, in fact. In Georgian: That is, which means, because.

By using these phrases, communicators explicitly explain what they mean by the said phrase and sentence.

Alan: It's an adult comedy, it's not for children. I mean language (Alan Titchmarch Show, March 15, 2012).

Nanuka: It's Wednesday, 10 o'clock, which means you're watching Nanuka's show ( Nanuka's Show, 2014).

Thus, the discussion of the British and Georgian talk shows in terms of Grice's principles and maxims of cooperation showed that:

1. The participants of the talk show try to protect Grice's maxims. Due to the asymmetric distribution of roles in the talk show, the participants are not given an equal number and duration of turns, although this still does not violate the quantity maxim. All three subgenres of both cultures feature monologues of varying lengths. It maintains a quantity maxim, to protect which presenters use different strategies to avoid violating this maxim.



2. The quality maxim is especially important in the talk show genre because the persuasion of the audience has a positive effect on the image of the talk show. In order to avoid responsibility, communicators often resort to the so-called limits.
3. The observation showed that even in case of misuse of other maxims, the maxim of relevance still remains.

## **2. Conclusion**

Talk shows can be discussed in terms of Grice's maxims taking into account the norms accepted in a specific culture or social environment. Those who are involved in talk show communication try to adhere to these maxims subconsciously.

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## **Poetry and Life of Sylvia Plath**

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### **Abstract**

Sylvia Plath was one of the most influential and charismatic poets of 20th-century America. Her poetry belongs to Confessional poetry movement which is characterizes by describing poet's personal life stories and creating poetry from that. In her two main poetry collections *The Colossus* and *Ariel* she wrote about her relationships with her father, mother and her husband famous British poet Ted Hughes. The first collection *The Colossus* describes her hopeful stage of life and the other *Ariel* which she finished before her tragic suicide act, tells about her fears, depression, disappointment, and feeling betrayed. This article is trying to show the connection and art of Sylvia Plath's life and her works.

**Keywords:** Sylvia Plath, American Poetry, *Ariel*, *The Colossus*, Confessional poetry,

### **1. Introduction**

Sylvia, born in Boston in 1932, was the daughter of a German immigrant college professor Otto Plath, and his former student Aurelia Schober. The life of the poet drastically changed after her father's death. Some of her poems, including the famous poem "Daddy", are about the poet's complicated relationship with her strict dad. Sylvia had a strange reaction to her dad's death, she took it as a betrayal, an escape. Which finally ended their difficult contradictory relationship and it became Plath's property. Financial problems made the Plath family move to another state. Sylvia was a gifted student, she had received many awards and scholarships. She studied at Smith College with a scholarship. A successful period winning a scholarship in the literature competition of the magazine *Mademoiselle*, where she got a prestigious guest title on the magazine board. During her final years of studying at University, the symptoms of heavy depression started, which finally led to her death. At the age of 19, she tried to commit suicide with sleeping pills. Luckily, she survived. The experience of depressive attacks and recovery was the base of her novel *The Bell Jar*. Her famous two poetry collections "*The Colossus*" and "*Ariel*" describe her personal and writing development.

### **2. Literature Review**

The poetry collection *The Colossus* by American poet Sylvia Plath was first published in 1960 by the publishing house Heinemann. *Ariel* was published by the company Knopf and ten new poems were added. Plath's poems caught attention briefly and were applauded by the literary critics. In 1963 when the shocking news about her suicide spread people started reading more intensively, her recent extraordinary poems that were published in her poetry book *Ariel* in 1965.

Many of Plath's poems are haunted by feelings of fear, and her empathy toward the animals is growing. Suicide is evaluated as a pervasive act. The poetry collection *Ariel* was a new direction for the poet herself. It was a realization of her ceaseless search for the poet, who was looking for her way in the beginning.

Perhaps, the poetry collection *The Colossus*, from the fictional point of view, is on the same level as *Ariel* but *Ariel* has a glimpse of Sylvia Plath's end of life, some foreshadowing. This is clear in her poem "Two Views of a Cadaver Room, in her terrible echo of T.S. Eliot's *The Love Song of J. Alfred Prufrock*: "On their jars the snails-nosed babies moon and glow". (Plath, 1998, p. 5) The same idea is seen in that whole poem. The first two parts are dedicated to a girl's visit to a morgue where she sees how the boys are working on the corpse. In the second part, there is a description of a war scene. The poet is showing us a conflict between love and death. She is trying to connect her personal life experience to the picture seen in the morgue or generally to the war topic. In the poem "Suicide off Egg Rock" Sylvia Plath is doing a reconstruction of the protagonist's feeling in the moment of drowning and when her body was becoming like a lifeless object.

A much more characteristic poem is "Hardcastle Crag". It shows an absolute distance from the city and urban landscape, without any self-pity or sentiments. But the same concrete and motionless as a rock, as in the poem "The Stones". The word "vision" when used in connection with Sylvia Plath's poems should not be understood literally but in its philosophical sense. Her works' positive side is discovered in her fascination with nature. It is well described in the light passages of her poems. A brilliant moment of such fascination is seen in the beginning of the poem "The Eye-Mote":

Blameless as daylight I stood looking  
 At a field of horses, necks bent, manes blown,  
 Tails streaming against the green  
 Backdrop of sycamores... (Plath, 1998, p. 12)

The first poem of *The Colossus* is dedicated to her late father. It is about contempt toward her father and the feeling of death. *The Colossus* expresses the author's daily routine work: editing texts and fragments, collecting pieces, and creating something as a whole. The poems from *The Colossus* are read as one, whole and are inseparable. As for the second poetry collection *Ariel*, it tells us about how Plath is trying to reconcile with crime, and mortality history (of personal and humanity). Earth destruction by human ignorance when they depended on it, manslaughter in Auschwitz, Birkenau, and Dachau, threats with nuclear bombs and radioactive fossils, and cruel destruction of Hiroshima and Nagasaki--Sylvia was worried about all these issues. This was a reflection in her own mirror. With age, she became worried about the discovery of her irrational hatred toward her father Otto Emil Plath. Otto was an etymologist of German origins. Plath felt resentment toward her husband, British poet Ted Hughes. She was angry at her forced role as a housewife:

A living doll, everywhere you look.

It can sew, it can cook,  
 It can talk, talk, talk (Plath, 2004. p.11 )

The US poets of the 1950s have some common characteristics. The best ones write with a perfect technique, intellectually and sensibly. But after reading their books, some readers are left dissatisfied, especially the ones whose minds are still in the process of formation. For the young poets, who shared the conceptual framework of the 1920-30s, rational approaches were not useful. Quite often in their poetry, the universe is substantial unity without thinking and poetry. Where there is not a stream of thoughts that would take objects in one direction. In the world of poetry, there are many good poems that describe everyday life. Those poems are written by means of metaphysical and psychological observations. There are some poems seen from immigrants' or tourists' perspectives (especially by American poets on Rome, Florence, etc.) Those poems are personal characteristic poems and do not represent any importance for poetry. Many poets feel that protesting against our sensitive condition is nonsense and it is better to write about what you feel.

In *The Colossus* almost all poems are perfect. A poet is mastering, and controlling a poem's form and intonation, keeping rhythmical variation relevant, using vocabulary correctly, and observing events that often cause astonishment but are always exact:

the waves

spewed relics clicker masses in the wind, or ( the place in the laboratory),

In their jars, the snail-nosed babies moon and glow. (Plath, 1998. P.5)

"Poem for a Birthday" describes a pregnant woman's feelings. The author had learned about pregnant women's colorful dreams and was writing bravely about it. In "Metaphor" a focus is on pregnant women's experienced emotions, visual accent is expressed and noticeable. A poet describes perspective and paints her future life where we see her as a spinster, a whore, or being suicidal. The early poetry of Sylvia Plath is full of such phobias.

Sylvia Plath was obviously influenced by Theodor Roethke and Ted Hughes. It is important to compare her poetry to these great poets' works. *The Colossus* is an important book for people who are interested in literature topics. As if a reader repeatedly wants to reread again. This book made Sylvia Plath one of the best poets whose strong feminine voice has been heard for many years.

A labor of love, and that labor lost.

Steadily the sea

Eats at Point Shirley. ( Plath, 1998, p. 56)

The book title says a lot, a poet meets the expectation of the reader even with the title. Sylvia Plath's mind is dominated by grandiosity and continuity. She adores nature and is afraid of it at the same time. The hidden danger of her poetry makes humans stronger rather than causes joy. In the endless, fierce fight against the rock cliffs, wind, and sea, you can gain "temporary banal heroism" as one can see in her poems "Point Shirley" and "The Hermit at Outermost House" but eventually nature defeats humanity and wins.

A labor of love, and that labor lost.

Steadily the sea

Eats at Point Shirley? ( Plath, 1998, p. 56)

Landscapes altered by humans become unimportant and uninteresting for Sylvia Plath. She is attracted by wild, uninhabited, intact nature. When feeling nostalgia for Cambridge, while walking in Grantchester Meadow, she noticed that". Birds are like thumb fingers, swans are tamed, water rat feels funny when it feels inhospitality of nature towards the humans." For a poet, the wind and the sea are those natural forces that can conquer humanity or wait for them patiently before they become extinct and then take their place.

In the poem "Thin People" the danger comes from Sylvia herself, the poet perceives weak people as a danger. She is afraid that "Their talent to persevere/ in thinness, to come, later,/ into our bad dreams.". The poem "Mushroom" is an omen of a cancer-spreading virus. In the poem "Sculptor" are shown the forms that the sculptor should create soon, bodyless realities are felt, which are becoming not pieces of work but dwarfs.

His chisel bequeaths

Their life is livelier than ours.

All The Dead Dears. (Plath, 1998. P.78)

In the epigraph of the poem we read as a note: "In the Cambridge Archeology Museum, in a fourth century stone coffin is put skull and bones of a mouse. A woman's ankle bones are a bit gnarled". This fact was the source of inspiration for her poem:

These three, unmasked now, bear

Dry witness

To the gross eating game

How they grip us through thick and thin,

There barnacle dead!

This lady here's no kin

Of mine, yet kin she is: she'll suck

Blood and whistle my marrow clean

To prove it... (Plath, 1998. p.29 )

The closeness that Sylvia feels towards any victim is not an expression of sympathy towards the stranger, but a relative (close) feeling toward anything that exists and does not exist. However, omen dangerous mood is constantly felt. For example, in the poem "Blue Moles" she expressed sympathy for the outsiders and outcasts. She pays attention to the poem "Beggars". One of the concepts that is felt in Sylvia Plath's poems is annoyance caused by the existence of a better world. In her early poems "Black Rook In "Rainy Weather" Plath describes her talent half philosophically or half ironically. She is waiting not for a miracle but a little truth so that to make everyday life more interesting.

To seize my sense, haul

My eyelids up, and grant

A brief respite from fear

Of total neutralit.

### **3. Conclusion**

Sylvia Plath was one of the distinguished poets of the 20th century. Even before her suicide, she already had many admirers in literature circles. In the following years, her works attracted a lot of readers, who in her verses saw a poet trying to talk about despair, strong emotions, and obsession with death. In The New York Times Book Review, Joyce Carol Oats described Plath as “one of the most famous and controversial, postwar poets, who wrote in English”. Plath’s extremely autobiographical poems describe her rational sadness, complicated marriage with Ted Hughes, and the author’s unresolved conflict with her parents, herself, and her views.

Socialist Margaret Ritz points out that it does not matter whether Plath writes about nature or a person’s social inequality, she removes “a frame of politeness” from any topic, and she is swimming against the tide. The poet in her writing described primitive forces and primary fears. With this she clearly and openly addressed the tense situation that was floating on the surface of American life after the war.

Some feminists described Plath as a woman who was sacrificed to her strict father, treacherous husband, and unplanned motherhood. Some poets consider her as a confessional poet that speaks about chaotic, uncontrollable subjects that were needed by our conscience. With the book *Ariel* Sylvia became a popular American poet whose categorization in a narrow literature frame was not so simple.

English poet and critic, Alfred Alvarez in his book *The Savage God* wrote that with the poems of *Ariel*, collected and published by Ted Hughes, Plath made poetry and death inseparable notions. One could not exist without the other. Interestingly, the majority of the poems are read as if they were written after the poet’s death. Robert Warren called *Ariel* a unique book: “It is more than that book, it is like a wind’s cruel blowing like someone broke windowsills in the wonderful evening”. *Ariel* would not have been written without *The Colossus*. The latter paved the way for the next poetry collection of the American poet.

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## **ChatGPT: A Game-Changer in Foreign Language Teaching**

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### **Abstract**

In recent years, advancements in artificial intelligence (AI) have revolutionized various aspects of education, including foreign language teaching. Among these advancements, ChatGPT, a state-of-the-art language model developed by OpenAI, has emerged as a promising tool for facilitating language learning and instruction. Through a comprehensive analysis of its benefits and challenges for teachers and students, this article aims to explore the role and potential of ChatGPT in foreign language education. Drawing on recent research, the paper examines how ChatGPT can benefit language teachers by providing personalized language practice opportunities, facilitating real-time feedback, and augmenting classroom instruction. It also explores the advantages for students, including enhanced language fluency, increased engagement and motivation, access to authentic language interactions, and expanded access to language learning resources. Additionally, it examines the challenges associated with integrating ChatGPT into language teaching. Through a critical analysis of existing literature and emerging trends, this paper aims to shed light on the role of ChatGPT as a game-changer in foreign language teaching, offering insights into its implications for educators and learners.

**Keywords:** Artificial intelligence, AI, ChatGPT, OpenAI, EFL

### **1. Introduction**

The rapid evolution of technology marks a transformative period in language learning, greatly influenced by the integration of artificial intelligence (AI). AI is now substantially impacting various facets of society, including foreign language education and, therefore, in today's digital era, proficiency in digital literacy has become crucial (Shadiev & Yang, 2020; Ziegler & González-Lloret, 2022). Among the emerging AI tools, ChatGPT stands out as a cutting-edge language model developed by OpenAI. Renowned for its exceptional ability to handle intricate tasks, ChatGPT has gained considerable attention within the field of language education (Liu, 2024). ChatGPT is likely to become a groundbreaking advancement in research and development, marking a significant milestone in the realm of foreign language learning tools.

With the increasing interest in integrating ChatGPT into education, it is essential to illustrate how ChatGPT can be used in foreign language teaching and learning. ChatGPT may not consistently demonstrate accuracy, but since its introduction, educators, policymakers, and students have been impressed by its remarkable benefits (Ali et al., 2023; Bin-Hady et al., 2023; Farrokhnia et al., 2024; Hong, 2023; Mohammed et al., 2023; Moulieswaran & Kumar, 2023; Shoufan, 2023; Firat, 2023). While it's true that ChatGPT is a game-changer that will impact teaching and learning methods in foreign language education, it's crucial to have a comprehensive understanding of its risks and benefits.

Researchers have initiated studies to fully explore the potential of ChatGPT to utilize its capabilities in education, however, ChatGPT is still in its early stages, characterized by numerous uncertainties (Bin-Hady et al., 2023; Baskara & Mukarto, 2023; Kohnke et al., 2023; Shoufan, 2023; Yan, 2023). While existing literature has examined different aspects of ChatGPT across various fields, this paper aims to bridge the gap and contribute to the existing body of knowledge by exploring the potential benefits and challenges of incorporating ChatGPT into foreign language education.

Additionally, the paper intends to inspire further research and provide a more comprehensive understanding of the relationship between technology and language learning to ensure more effective utilization of ChatGPT in foreign language education. Therefore, the paper serves as a valuable resource for educators, researchers, and policymakers interested in exploring the potential of ChatGPT.

## **2. ChatGPT-Scaffolding for EFL Students**

The performance of AI constantly progresses and changes teaching and learning approaches to enrich the language learning experience. The incorporation of ChatGPT in teaching and learning processes has aroused considerable interest and debate among researchers and educators (Crompton & Burke, 2023; Rebolledo Font De La Vall & González Araya, 2023). ChatGPT has been considered a significant breakthrough and has become an increasingly prevalent and powerful tool in the field of foreign language education (Roumeliotis & Tselikas, 2023).

Numerous researchers (Baidoo-Anu & Ansah, 2023; Baskara & Mukarto, 2023; Hong, 2023; Kohnke et al., 2023) have highlighted its diverse educational benefits. ChatGPT serves as a tutor and teacher for foreign language learners, prioritizing the enhancement of personalized learning experiences. ChatGPT can provide language instruction for students, generate customized materials, and design activities tailored to the needs, interests, pace, and proficiency levels of individual learners (Baskara & Mukarto, 2023). Furthermore, ChatGPT's capacity to generate diverse scenarios and conversations allows learners to experience a wide range of linguistic contexts, increasing their ability to comprehend and communicate in a foreign language under different circumstances (Dwivedi et al., 2023). More importantly, ChatGPT generates a wide range of learning materials and resources for users (ibid.).

Another significant advantage of ChatGPT lies in its capacity to provide immediate feedback, helping students to improve their language proficiency and conversational fluency (ibid.). This feature is essential for identifying and correcting language errors. Moreover, ChatGPT facilitates self-assessment by enabling learners to generate quizzes for self-evaluation (Liu, 2024). This self-monitoring feature assists learners in monitoring their growth and making informed decisions regarding their language learning journey. Furthermore, as the interactions occur with a machine, the safe and supportive environment helps learners alleviate concerns about making mistakes in front of others (ibid.). This sense of security is essential for fostering confidence and promoting learners' active engagement. Additionally, ChatGPT encourages an engaging and motivating learning environment for students, further enhancing the effectiveness of language acquisition (Baidoo-Anu & Ansah, 2023).

Several major themes emerged regarding the benefits of using ChatGPT. Based on the studies, various authors emphasized the significant role of ChatGPT in facilitating foreign language learning. Shaikh et al. (2023) highlighted the importance of ChatGPT in developing vocabulary, grammatical and syntactical structures, and improving written and conversational skills. Similarly, Bin-Hady et al. (2023) underscored the substantial role of ChatGPT in enhancing EFL conversation practice and improving reading, writing, grammar, vocabulary, and pronunciation skills. Xiao and Zhi (2023) pointed out the positive impact of ChatGPT on writing, specifically on textual proficiency and language competence. Mohamed (2023) emphasized the benefits of ChatGPT in EFL learning and highlighted its personalized instruction, real-time feedback, natural language processing, vast knowledge base, human-like responses, and cost-effectiveness.

Other studies highlighted the impact of ChatGPT on students' attitudes. Liu and Ma (2023) found that learners had a positive attitude toward ChatGPT and regularly used it outside the classroom. In addition, the study also indicated that even EFL learners who initially considered ChatGPT as quite challenging, later developed a positive attitude and interest in the technology as they identified its advantages (ibid.). Likewise, Xiao and Zhi (2023) found that students in their study expressed a positive attitude towards using ChatGPT in language learning, supporting its integration in universities. The high satisfaction ratings and positive feedback from students regarding the acceptance of ChatGPT further highlighted its promising and practical value for foreign language learners.

The findings of multiple studies emphasized the positive impact of ChatGPT on EFL students' engagement as well (Kostka & Toncelli, 2023; Liu & Ma, 2023). The creative tool enhances students' engagement and interest and promotes independent learning activities outside the classroom. Xiao and Zhi (2023) and Liu and Ma (2023) highlighted that integrating ChatGPT in foreign language education positively affects not only students' engagement but also enhances autonomy, boosts independent learning, and encourages critical thinking skills.

Bin-Hady et al. (2023) and Shaikh et al. (2023) highlighted the importance of ChatGPT in offering adaptive and easily accessible feedback to students. ChatGPT serves as scaffolding in the foreign language teaching and learning process as it can review writing assignments, offer corrections, and suggest improvements (Ahmed, 2023).

ChatGPT serves as an effective personal tutor, offering learners a dynamic platform for participating in a variety of linguistic activities such as asking questions, discussing various topics, and simulating real-life conversations (Shaikh et al., 2023). Such interactive features play a vital role in boosting learner motivation, especially in the realm of foreign language acquisition. Similarly, Xiao and Zhi (2023) emphasized the role of ChatGPT as a personal tutor highlighting the extensive use of it in various educational tasks. ChatGPT generates various ideas for essays and provides examples to strengthen the arguments in different writing tasks (ibid.). ChatGPT helps students to understand language nuances and better construct coherent and sophisticated texts (ibid.).

While being practical and accessible ChatGPT has the potential to facilitate more effective and engaging learning processes. With the help of the personalized suggestions offered by ChatGPT students improve different language skills. This personalization is particularly essential in foreign language learning, where students' needs and learning paces vary significantly. In addition, fostering individual learning opportunities changes students from being passive recipients of information to being more autonomous learners.

### **3. ChatGPT-Teachers' Aid**

As AI technologies continue to progress, their influence on language education is expected to expand, reshaping the methods of language instruction and acquisition. Among the diverse roles, a notable consideration is the function of ChatGPT as teachers' aid, underscoring the substantial contribution of AI in enhancing educators' capabilities. The relevant literature highlights the positive aspects of ChatGPT in enhancing the language learning experience.

ChatGPT offers valuable language learning resources, teaching materials, syllabuses, or lesson structures to foreign language instructors to help them better prepare and implement their teaching activities. ChatGPT provides them with lesson plans and therefore saves educators' time (Huang & Li, 2023).

ChatGPT is a resourceful and competent assistant that plays a crucial role in supporting language educators. Researchers have investigated its potential as a teaching tool, as well as its capacity to reduce teachers' workload. It generates an extensive collection of content to enrich teaching materials and provides significant opportunities for educators and educational institutions to improve foreign language teaching and assessment (Hong, 2023). ChatGPT serves as a facilitator, generates essential information, handles routine tasks, and enables educators to focus on more personalized, adaptive, and authentic aspects of teaching (ibid.). Thus, the majority of educators are eager to integrate ChatGPT into their teaching and learning practices.

ChatGPT demonstrates its ability to effectively help educators in mechanical tasks, such as grading and evaluating assignments according to criteria such as grammar accuracy, vocabulary usage, and syntax correctness (Ahmed, 2023), thus reducing the burden on teachers and helping them save time and effort. ChatGPT helps foreign language teachers assess students' learning outcomes and language proficiency, providing targeted feedback and advice to improve students' language knowledge and skills (Huang & Li, 2023).

Moreover, ChatGPT plays an integrative role alongside teachers in fostering language acquisition (Bin-Hady et al., 2023). Studies highlighted the potential of ChatGPT to augment the effectiveness of EFL instructors by supplementing conventional teaching approaches, thus developing students' language skills and achievements (Mohamed, 2023; Xiao & Zhi, 2023). Furthermore, Xiao and Zhi (2023) highlighted the significance of educators embracing this AI tool and offering appropriate guidance to students. They underlined the importance of teachers in adapting and effectively incorporating ChatGPT into the instructional process (ibid.). Ultimately, the widespread use of ChatGPT has created many new opportunities for teachers. It can act as an assistant in the teaching process, providing teachers with a wealth of resources and support to help improve the effectiveness and efficiency of teaching and learning (Huang & Li, 2023). Ultimately, academics consider ChatGPT as a collaborator and an invaluable learning resource (Li et al., 2023). ChatGPT cannot replace human language teachers, however, its role as an effective support tool is significantly valuable. When combined with educators' involvement, ChatGPT significantly improves the teaching and learning process and contributes to reducing educators' workloads. Consequently, a combination of AI and human interaction offers a promising approach for enriching language learning experiences. Although ChatGPT can be very beneficial for teachers, it sets a challenging task for them to change the existing teaching approaches to adapt to the 21st century students' needs.

#### **4. Major Challenges**

Although the potential benefits of ChatGPT in foreign language education are evident, it is crucial to acknowledge the challenges associated with its integration. Kohnke et al. (2023) divide these challenges into three major categories. The first one is the ethical aspects of using ChatGPT in education, particularly regarding concerns about possible academic dishonesty and its impacts on assessment methods. Their second challenge is the accuracy of ChatGPT responses, while the third challenge highlights the cultural bias inherent in the source database and algorithms (ibid.).

The challenges such as inaccessibility, inaccuracy of information, irrelevant feedback and responses, and inappropriate language levels generated by ChatGPT may significantly hinder the teaching and learning process. Furthermore, learners' ethical and privacy concerns pose significant challenges. In their study, Guo and Wang (2024) emphasized that

the negative impact of inaccessibility prevented teachers and students from using ChatGPT as an educational tool and substantially limited the widespread availability of this powerful resource. Moreover, Mohamed (2023) highlighted that AI-driven language learning tools may not be suitable for individuals lacking access to technology. Despite its sophisticated features, ChatGPT remains susceptible to errors or deviations from proper language use. Li et al. (2023) highlighted in their study that these inaccuracies presented considerable challenges in creating precise language input. Similarly, Mohamed (2023) raised concerns regarding ChatGPT's accuracy, especially with idiomatic expressions, and other specific aspects of language. The appropriateness of the materials produced by ChatGPT for language learners of all proficiency levels is a complex issue. ChatGPT's potential to provide valuable resources and align with the diverse needs and abilities of learners across different proficiency levels may not consistently yield effective outcomes.

ChatGPT can help students in completing their homework. The problem of using ChatGPT to write assignments and essays is already present in education and is particularly evident in universities. It has become a tool for some students to take advantage of, leading to inert thinking and loss of independent and critical thinking skills (Huang & Li, 2023). Integration of ChatGPT into educational settings must be approached with caution. Careful implementation strategies are necessary to ensure that AI is used effectively and responsibly in teaching and learning processes (Kooli, 2023).

The integration of ChatGPT in education raised several ethical and privacy concerns as well. Mohamed (2023) emphasized the key ethical concerns centered around the potential risk of perpetuating language biases. Moreover, significant privacy and data protection concerns arose, particularly regarding the protection of student data during interactions with the technology (ibid.). Other researchers have also acknowledged the limitations of ChatGPT, including its social bias and tendency to generate factually inaccurate or irrelevant information (Kukulska-Hulme et al., 2023).

Educators are concerned about ChatGPT's tendency to provide inappropriate feedback. For example, Guo and Wang (2024) observed that ChatGPT sometimes deviated from the expected results, offering feedback that was not appropriate. Conversely, EFL instructors in the same study consistently provided feedback relevant to the task, emphasizing a significant discrepancy between ChatGPT and human educators (ibid.). Additionally, teachers expressed concerns about aligning ChatGPT's assessment criteria with their own. The lack of in-depth understanding of individual students further exacerbated the problem. Echoing this concern, Mohamed (2023) underscored the limitations of ChatGPT, including generating irrelevant responses and encountering difficulties in adequately addressing critical language components.

Incorporating ChatGPT into language education may also raise concerns regarding the potential replacement of human language instructors and the considerations associated with employing a machine-learning system for education (Baskara & Mukarto, 2023). According to Yan (2023), students in his study expressed more concern than satisfaction when it came to ChatGPT's fully automated workflow. ChatGPT lacks the adaptability of an experienced human educator who can tailor their methods of teaching to specific circumstances and take into account various complex factors and instincts (Kukulska-Hulme et al., 2023). According to Kostka and Toncelli (2023), certain students acknowledged the necessity of human intervention when utilizing ChatGPT, recognizing that, despite its advantages, technology cannot entirely substitute human guidance and knowledge. Therefore, it is crucial to strike a balance between technological advancements and the essential role of humans in the educational process.

## 5. Conclusion

The recent education tool ChatGPT represents a significant advancement in foreign language teaching, offering a range of benefits while also presenting challenges. Its role as a personalized tutor and feedback provider has been widely acknowledged, providing learners with valuable support and enhancing their language learning experiences. However, concerns about accuracy, appropriateness of feedback, and privacy remain prevalent. Additionally, the potential of ChatGPT to replace human educators raises ethical questions and underscores the importance of responsible implementation.

Moving forward, it is crucial for educators, policymakers, and developers to collaborate in maximizing the benefits of ChatGPT while addressing its limitations and ensuring ethical use. By embracing ChatGPT as a complement to traditional teaching methods rather than a substitute for human instruction, language educators can leverage its strengths to create more engaging and effective learning environments. Through ongoing research, innovation, and thoughtful integration, ChatGPT has the potential to revolutionize foreign language teaching, transform the way languages are taught and learned, and provide learners with engaging, effective, and personalized language learning experiences.

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**Bibliotherapy: Unveiling and Treating the Psyche of Depression and Self-destruction through Sylvia  
Plath's Literary Works**

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**Abstract**

Dying

Is an art, like everything else.

I do it exceptionally well.

I do it so it feels like hell.

I do it so it feels real.

I guess you could say I've a call.

From Lady Lazarus

By Sylvia Plath

**Keywords:** 20th-century Anglo-American literature, Psychology and literature, Social stigma

**1.Introduction**

"The artist seizes on this image, and in raising it from deepest unconsciousness he brings it into relation with conscious values, thereby transforming it until it can be accepted by the minds of his contemporaries according to their powers."

- Carl Gustav Jung

There are strong ties between literature and psychology since both deal with individuals and their reactions, perceptions of the world, miseries, wishes, fears, conflicts, reconciliation and mental illnesses. Literature enables the readers to question their identities through raising their consciousness and awareness (Aras, 2015). According to Dar (2022), a captivating and skillfully crafted scene immerses the reader directly into the core of the narrative. Utilizing psychology aids in the development of intriguing characters. It is also asserted that "[t]he relation between psychology and literature is a bilateral relation. Human's soul makes the literature and literature nourishes human's soul" (Yimer, 2019). The symbiotic relationship between psychology and literature has roots dating back to ancient philosophers like Plato and Aristotle. The latter's concept of catharsis, as outlined in his Poetics, illustrates how literature can impact the emotional state of the reader through the experiences of tragic protagonists. It is suggested that using books in a systematic clinical setting can provide the possibility to address mental health problems at a low cost. It serves as an alternative form of treatment for those who are hesitant to receive the common means of treatment, and this is what bibliotherapy implies (Chen, Thompson, Lubman, & McCann, 2016). It is a guide to therapeutic change and implies reading material for inside- or outside-session use, a therapeutic and achievable goal and personal improvement. It is the process through which the reader is reflecting upon and discussing personal narratives and stories depicted in literature (Lanza, 1991). Sylvia Plath succeeded in crystalizing not only the traumas of her generation, but also various literary works as a

response to ideology of her illness. Her mental health illness connected with depression and self-destruction profoundly influenced how she approached creativity, notably in her introspective confessional writing approach. Her writings illustrate the intricate relationship between creativity and mental illness, showcasing the emotional upheaval and struggles that often accompany artistic expression (Kumlu, 2011). It should also be noted that Plath's writings depict the stigmatization of mental illness in society and the obstacles encountered by the individuals with mental health issues. It is significant to comprehend the correlation between Plath's literary works and treating mental illness to encourage nuanced discourse on mental health discussion within society (Rothenberg, 2019). It should also be posited that it is of vital importance to use Sylvia Plath's literary works as therapeutic insights addressing isolation, alienation, self-destruction and depression.

## 2. Melancholia: Brief history of depression and its treatment

The idea and perception of depression was changing through history. The earliest written account of what is now known as depression was found in Mesopotamia in B.C.E (Reynolds & Wilson, 2013). Although depression was then described and perceived as spiritual rather than physical condition and was believed to be caused by demonic possessions. Relatively, the treatment was carried out by the priests rather than physicians. Depression was initially called "melancholia" and according to Hippocrates was caused by four imbalanced body fluids yellow bile, black bile, phlegm, and blood (Tipton, 2014).

A Persian physician Rhazes (865-926 CE) perceived mental illness as originating in the brain and introduced the treatments like baths and an early version of behavior therapy that focused more on reinforcing positive behaviors. In the Middle Ages, European perspectives on mental illness were largely influenced by Christianity, leading to beliefs associating it with demonic possession or witchcraft. Exorcism, drowning and burning were common treatments, and individuals were often confined in institutions referred to as "lunatic asylums".

During the Renaissance (14th century Italy and 16th-17th century Europe), witch hunts and the persecutions of the mentally ill remained prevalent. Nonetheless, some medical practitioners began reconsidering the notion of mental illness having natural rather than supernatural origins. In 1621 Robert Burton emphasized the social and psychological factors contributing to depression in his book "Anatomy of Melancholy" he suggested that depression may be caused by poverty, fear and isolation and the treatment he proposed was diet, exercise, travel and clearing toxins from the body. He also proposed herbal treatment and music therapy (Brink, 1979).

In the Age of Enlightenment (18th-19th century), depression was mainly viewed as an inherent temperament flaw, aggression and conflicts between desires and moral conscience, while others sought to pinpoint its physiological underpinnings. The treatments included hydrotherapy (immersion in water for extended periods without drowning) and the use of spinning stools to realign brain contents. Additionally, therapies encompassed diet change, horseback riding and induced vomiting (Bolwig & Fink, 2009).

In 1917, Sigmund Freud discussed mourning and melancholia, proposing melancholia as a response to loss, whether tangible (like death) or symbolic (such as failure to attain a desired objective). Freud posited that unconscious anger stemming from loss manifests as self-hatred and self-destructive actions. He believed psychoanalysis could aid in resolving these hidden conflicts, thereby reducing self-destructive thoughts and behaviors (Sousa, 2011). Top of Form The Behaviorists believed depression was learned behavior rather than caused by unconscious forces. The depressive actions that were acquired could also be reversed. Basic principles of learning, like linking experiences and positive reinforcement, could be applied to develop and reinforce better, healthier behaviors.

In the 1960s and 1970s cognitive theories regarding depression emerged. Aaron Beck, one of the most prominent theorists, proposed that the way individuals interpret negative occurrences could contribute to depressive symptoms. Beck observed that depressed individuals tend to automatically construe events in negative shades and perceive themselves as helpless and inadequate (Gotlib & Joormann, 2010). As Martin Seligman proposed, learned helplessness could play a role in the development of depression. According to this concept, individuals often resign themselves to their circumstances, believing their efforts won't yield any change. This perceived lack of control leaves them feeling hopeless and powerless (Maier & Seligman, 2016). It should be noted that cognitive models of depression played a pivotal role in the development of cognitive behavioral therapy (CBT), which has proven effective in treating depression.

While earlier understandings of depression emphasized the influence of early experiences, contemporary approaches increasingly highlight the biopsychosocial model, which examines biological, psychological, and social factors contributing to depression (Zeng, et al., 2022). In the 1970s, the medical model of mental disorders emerged, positing that physiological factors primarily underlie all mental disorders. This model parallels the treatment approach for physical illnesses, suggesting that mental health conditions can be treated with medication. Biological explanations for depression centers on factors such as genetics, brain chemistry, hormones, and brain structure. This perspective significantly influenced the development and widespread prescription of antidepressants for depression treatment.

Severe depression was mostly untreated in the late 19th and early 20th centuries. Many turned to lobotomies, which are surgical operations designed to harm the prefrontal lobe of the brain. Though lobotomies were hailed for their "calming" effects, they frequently resulted in personality changes, decreased capacity for decision-making, poor judgment, and occasionally even fatality (Faria, 2013). Patients with depression were also infrequently treated with electroconvulsive therapy (ECT), which involves applying electrical shocks to the scalp to cause seizures. There were two varieties of depression identified in the 1950s and 60s: "endogenous" and "neurotic" or "reactive." While the neurotic or reactive form of depression was thought to be caused by external stressors like unemployment or bereavement, endogenous sadness was thought to result from genetic or other physiological problems. When it was discovered that some patients with depression seemed to benefit from isoniazid, a tuberculosis medicine, the 1950s were a pivotal time in the treatment of depression (Ramachandrai, Bar, Baker, & Yeragani, 2011).

As a result of this discovery, medication therapies were created to supplement psychotherapy in treatment. In addition, several therapeutic modalities have surfaced as substitutes for conventional psychodynamic treatment, such as family systems theory and cognitive behavioral therapy. Although many people found relief from antidepressants treatments as well, they frequently had major side effects, including weariness, weight gain, and an increased risk of overdosing (Mavissakalian, Perel, & Guo, 2002). Some of the antidepressants focused on serotonin levels in the brain and typically exhibited fewer side effects compared to their predecessors.

Although our understanding of the condition has significantly improved compared to earlier times, researchers continue to strive for a deeper understanding of depression's origins. Presently, medical professionals posit that depression stems from a blend of various factors, encompassing biological, psychological, and social influences.

### 3. Bibliotherapy as an alternative for treating depression

The presence and endurance of mental health conditions throughout people's lives are intertwined with the dynamics of nearly every family and social circle. It's rare to find someone who hasn't personally encountered mental illness, along with the suffering and loss it can bring (Fuhrer & Keyes, 2019). The population is exposed to variety of psychological disorders such as sleep disorder, anxiety, burnout and depression. Mental health problems can be addressed through a plethora of available treatments, such as psychosocial therapies or cognitive behavioral therapy (CBT), which are provided by trained psychologists (Monroy-Fraustro, et al., 2021). However, regardless of the availability of different treatments, few people with mental health problems have sought help and still struggle with depression and the inclination to self-destruction.

Psychological researches have identified bibliotherapy as a non-pharmacological treatment method that uses reading materials to support therapeutic transformation. In an effort to improve readers' well-being, bibliotherapy has drawn the attention of mental health researchers more and more as a substitute for conventional interventions (Cohen, 1994). While there are many definitions for bibliotherapy, they all focus on three essential elements: giving patients reading material to utilize during or after therapy sessions; creating a therapeutic goal that may be achieved; and encouraging personal development.

Bibliotherapy is the process of reading, thinking about, and talking about literature—especially personal tales and narratives. The reader's cognitive processes are to be altered by this organized discussion of particular works of literature. It's vital to separate bibliotherapy from self-help methods since it takes place in an organized environment where literature is evaluated critically and is intended to fulfill a specific function or solve a specific problem (Lanza, 1991). Using books in a methodical therapeutic setting provides an affordable way to perhaps enhance mental health. It also offers an option to those who are reluctant to pursue conventional mental health care (Bilich, Deane, Phipps, Barisic, & Gould, 2008). Bibliotherapy has been shown to be effective for a number of mental diseases in several studies, which emphasizes the necessity for a logical and scientific evaluation of this method (Chen, Thompson, Lubman, & McCann, 2016).

Akhouri (2018) cited in (Lidini, Murdiana, & Nur, 2023) carried out an experiment in her 2018 study to investigate the effects of bibliotherapy on the reduction of depressive symptoms. In particular, the study looked at how well a self-help book worked for mild to moderate depressive symptoms. The results showed that bibliotherapy was effective in improving participants' cognitive function and reducing symptoms of depression. This study focused on four important dimensions: cognitive, emotional, motivational, and physical, in contrast to earlier research that included using cognitive therapies for depression. It also underlined the significance of catharsis and insight processes in bibliotherapy, which were discovered to be essential in lowering participants' symptoms of depression.

Reading has long been known to have an impact since it can cause people to change their views and behaviors depending on what they read. It can increase a person's motivation to face challenges and improve their well-being. Reading books enables people to reflect, learn, and apply that knowledge to solve problems. According to Eliasa & Iswanti (2014), bibliotherapy helps people develop their sense of self, improve understanding, encourage self-awareness, illustrate common problems, strengthen emotional control, and assist in coming up with solutions. Researches have shown that the participants felt a change in attitude toward optimism, a desire to grow in hope, a desire to improve themselves, and a newfound acceptance of loving themselves. The findings revealed a noteworthy reduction in emotional symptoms such melancholy, pessimism, gloom, and give up. The bibliotherapy strategy that was used, which attempted to promote good feelings and self-exploration and self-recognition, may have contributed to this result. Additionally, techniques for catharsis and insight were presented to assist participants in recognizing and understanding their feelings. The cognitive component of bibliotherapy was impacted because patients acquired fresh insights and viewpoints pertinent to their issues. The studies offered new understanding, specifically the drive to fearlessly resume favored pleasant activities. Reading can help people reflect, analyze themselves through the ideas of the author, and turn those reflections into meaningful insights (Akhouri, 2016; Lidini, Murdiana, & Nur, 2023; Elisa & Iswanti, 2014; Yuan, et al., 2018).

Bibliotherapy can be considered as easier-to-access source of psychological assistance, which is founded on psychological interventions with demonstrated effectiveness. Rather than merely imparting knowledge, it guides and motivates patients to question harmful ideas and actions through the use of a self-help book, leading to enhanced self-management. Since it can be accessed without the awareness of others, bibliotherapy lessens the stigma as well as the time commitment involved in clinic visits. The key benefits also include increased privacy, low cost, reduced staffing requirements, and simplicity of usage.

#### 4. Unveiling therapeutic insights of Sylvia Plath's literary works

"I write only because there is a voice within me that will not be still" - Sylvia Plath

Significant changes and upheavals occurred in the middle of the 20th century, which had significant impact on the trend in writing toward emotional depth and open reflection. This literary evolution was significantly shaped by important events and forces including the Cold War, the Civil Rights Movement, the Feminist Movement, and World War II. People



experienced worry and disappointment as a result of the Cold War and the aftermath of World War II (Isaacs & Downing, 2008). The American Civil Rights Movement sought to end racial discrimination and segregation, which encouraged poets to explore their own experiences and actively confront social issues fostered unrestricted exploration of identities and social norms by female poets such as Sexton and Plath (Murphy, 2005; Wagner-Martin, 1999).

American poetry from the middle of the 20th century was characterized by an emotionally charged, simple style, which is best exemplified by the works of Sylvia Plath and her contemporaries. The historical context of this period, which was characterized by occasions like the Second World War, the Cold War, the Civil Rights Movement, and the Feminist Movement, surely had a big impact on the poetic methods and thematic concerns of these poets.

Like Robert Lowell and Anne Saxton, Plath was one of the distinguished confessional poets, writing deeply personal work exploring themes like mental illness and the impact of historical events on the individual. Confessional poetry embodies the essence of individuality, firmly rooted within it. The poet's personal existence, besieged by psychological turmoil, sexuality, familiar dynamics, private humiliations, and mental states, takes center stage in this genre. The expression of personal anguish is revered as the cornerstone of confessional poetry, which predominantly delves into intimate encounters, trauma, despair, psychological unraveling, and the complexities of relationships, all conveyed through a novel rhythm and mode of articulation. Psychoanalysis serves dual purposes: facilitating self-exploration and serving as a literary device. It allows for the examination of the poet not solely through the recounting of their life events but also concerning their poetic language and creative process. Therefore, in comprehending confessional poetry, a psychoanalytic literary approach assumes considerable significance (Gupta & Sharma, 2014).

Confessional poetry emerged in 20th-century America through the poetic expressions of figures like Robert Lowell, Theodore Roethke, W.D. Snodgrass, Sylvia Plath, Anne Sexton, and others. Confessionalism evolved into a form of therapeutic process, wherein individuals recounted and confronted their pasts as a means of catharsis. Originating from religious and psychiatric contexts, the act of confession seeped into modern literature.

Sylvia Plath's confessional literary works are hailed for their striking originality, marked by anger, vibrant imagery, and a portrayal of vitality juxtaposed with the allure of despair, emptiness, and darkness. Through her poetry, she unveils the intimate moments of her life. Plath suffered from a deficiency in paternal affection as well throughout her life. The loss of her father, Otto Plath, at the tender age of eight, was a profound betrayal, shaping her subsequent endeavors. It appears that her father's demise marked the inception of her writing journey, filling a void within her psyche. Plath's poem "Daddy" depicts the lack of communication and the sense of powerlessness experienced by a daughter who feels victimized, expressing a desire to metaphorically kill her father in order to escape the passivity imposed upon her:

Daddy, I have had to kill you.

You died before I had time

(lines 6-7).

Writing became her fixation, her imperative. She elucidated her intentions behind writing, stating:



You ask me why I spend my life writing?

Do I find entertainment?

Is it worthwhile?

Above all does it pay?

If not, then, is there a reason? . . .

I write only because

|There is a voice within me

That will not be still.

(Letters Home 34-5)

Plath experienced mental breakdowns that ultimately led to her suicide. In her poem "Lady Lazarus," she explores the concept of death as an art form, asserting her proficiency in it:

"Dying is an art,

like everything else.

I do it exceptionally well"

(lines 43-45)

A parallel between Lady Lazarus and Freud's conception of death can be drawn. The latter postulates that an organism may seek out behaviors that ultimately result in its demise due to the death urge, or Thanatos. According to Freud's idea of death drive, individuals may exhibit aggressive and damaging conduct as well as an urge toward self-destruction (Kirsch, Dimitrijevic, & Buchholz, 2022). The poem also tells the story of a woman who makes multiple attempts at suicide yet appears to be reborn each time. The poem's speaker, Lady Lazarus, discusses her wish to pass away and her experiences with being close to death. According to Freud, Lady Lazarus is motivated by her Thanatos, or her wish to destroy herself. She tries to flee life since she can't accept it entirely. Freud did, however, also think that the life instinct may triumph over this inclination toward death. Lady Lazarus claims to be a "walking miracle" and to have "eaten men like air" in the poem, seemingly resisting her wish to die.

Plath's poetry extensively delves into the intricate realities of coping with depression, anxiety, suicidal thoughts and trauma, drawing directly from her own encounters with mental illness. Through her literary works, Plath crafts vibrant and potent imagery that vividly captures the internal battles faced by individuals struggling with mental health challenges. Across her poems, she immerses readers in the experiences of a young woman contending with mental health adversities and the constraining pressures of societal norms. Plath's honest, confessional and authentic portrayal of mental health issues serves to raise awareness and foster understanding of these complex issues. She endeavors to dismantle stereotypes surrounding mental health problems, explicitly illustrating that they are not merely illnesses but rather states of mind deserving recognition and acceptance within society (Sharma & Upadhyay, 2023). Throughout her body of work, Plath depicts the intricate and often agonizing journey of navigating life with mental illness. Her

confessional poetry offers a vivid portrayal of the internal turmoil endured by those affected by mental health conditions, addressing themes such as depression, self-destructive tendencies, estrangement, rage, bitterness, trauma, Post-Traumatic Stress Disorder (PTSD) and suicide.

Her writings demonstrate the complex link between creativity and mental illness, highlighting the emotional turmoil and challenges commonly associated with artistic expression. Plath's work also portrays the societal stigma surrounding mental illness and the hurdles faced by those dealing with such issues. Her destructive feelings are often fused into poetic creations. Due to her powerful words that challenge the status quo and give insight in the difficulties and dreams of women, Plath's confessional and symbolic style encourages readers to get fully engaged with her literature personally and mentally. Plath's literature still motivates new generations by captivating readers inspiring them to even challenge traditional femininity and question existing framework. She succeeded in crystalizing not only true traumas of her generation, but also various literary works as a response to the ideology of her age (Kumlu, 2011).

Rothenberg (2019) suggests that Plath possesses powerful urges towards both creation and destruction. He argues that through her introduction of new, foreboding, and lethal imagery, Plath alters perceptions of both the mundane and the fatal, making death appear captivating and life appear menacing through her portrayal of the ominous aspects of domestic tasks (Rothenberg, 2019). Her resigned rhythms depict the contrast between bitterness, resentment and destructiveness and still produce a strange excitement and vitality (Rothenberg, 2019). This feature makes her writing somewhat contradictory—it's thrilling and scary all at same. It's important to remember that Plath's writings preserve a precarious balance between creativity and destruction, which adds to their vividness and ongoing significance. This dynamic also reflects the unstable equilibrium between self-destruction and self-creation that exists in actual life.

Both literature and psychology might be said to interconnect the external and internal world of human existence. They bridge the outer and inner using their own means of expression. The literary arts are closer to the psychological approaches since they use language as a major means of communication.

Hellen Keller (1880-1968) an American author, political activist, lecturer, and disability rights advocate once wrote in her book "The Story of My Life", that books are her friends and they "talk to her without her friends and they talk to her without embarrassment or awkwardness highlighting the special power and ability of literature to cross boundaries and comfort those going through hardship. Literature provides a secure environment, where people may interact with fictional characters and tales to find empathy. This power of literature emphasizes its function as a tool for connection, understanding and spiritual catharsis that has potency to reduce depression tendencies and inclination to self-destruction. Literature can serve as a refuge for the struggles of everyday life, enabling the reader to go on transformational journeys.

Therapeutic advantages of reading has also been researched through years and developed one of the approaches to treating depression referred to as Bibliotherapy that refers to deliberate application of literature and psychological healing leading to reduction of depression and personal growth (Marrs, 1995; Hynes, 1986; Jack & Ronan, 2008; Pardeck

& Pardeck, 2021; Setiawan, Padillah, Arizona Karno, & Aditama, 2023). In order to meet the patient's emotional and psychological need the trained psychotherapist chooses reading texts, promoting self-reflections, empathy and resilience.

Literature and bibliotherapy in particular has the power and necessary tools to promote identification, catharsis and the development of empathy in the field of mental health. Through an easily-accessible and relatively affordable bibliotherapy, the patient can acquire understanding of one's own experiences, have their feelings validated and feel a sense of belonging by connecting with characters who are going through similar problems such as alienation, depression, self-destruction. As asserted in Sharma and Upadhyaya (2023), literature can serve as a catalyst for introspection, inspiring reader to contemplate, face their inner demons and set out on personal growth journeys (p.71). In spite of Sylvia Plath's constant efforts to develop an individual, highly personal voice meant to resist oppressive structures, the language of her confession is not entirely her own. Like most of other confessional poets, Sylvia Plath suffered from nervous breakdown, was several times hospitalized and underwent various therapies. Her depression, her suicide attempts and her gradual recovery are well recorded in her writing. In a nutshell, Plath's literary works give the reader a deep view of the mind of the author and the issues she faced. Moreover, it helps to understand the depth of her confessional poetry and insight into the mental illnesses.

Sylvia Plath's works can be relatable due to her use of archetypal and universal symbols and themes. These themes commonly appear in the therapeutic process as people come find themselves. Plath explored the societal constraints imposed on women, particularly those expected to conform to traditional roles as homemakers rather than pursuing careers as poets. She grappled with conflicting emotions, feeling marginalized, struggling for recognition in the literary world, and yearning for acceptance of her work. Plath's writing resonates with individuals striving to break free from societal norms, expand their boundaries, and challenge expectations. The weight of oppression can lead to internal solitude and a sense of detachment from meaningful connections with others, while simultaneously craving to define one's life and identity beyond societal conventions. In Jungian psychology, the persona represents the outward facade presented to the world, which may either authentically reflect the individual's personality or serve as an adaptation that compromises their true self. In therapy, the aim is to reconcile these disparate elements and reinforce the individual's essential truths, fostering alignment not only with societal expectations but also with one's own authenticity. As Jung observed, the persona functions as a complex interface between individual consciousness and society, functioning as a mask designed both to make a specific impression on others and to conceal the true nature of the individual (Schwartz, 2015).

Plath's search for self-awareness resonates with readers because many can identify with her suffering. She depicts a separation resulting from deep conflicts that show themselves both within and outside in her writing. She describes a journey that is universal, one that we all take part in in different ways as we try to figure out who we are. She reveals

the age-old quest of wholeness—the trip we take to find and reclaim the parts of ourselves that have been forgotten, lost, or repressed—through her need to express herself. (Schwartz 2015, 72).

In literature, archetypes take the form of recurrent plotlines, behavioral patterns, character archetypes, imagery, and common motifs. These include the death-rebirth cycle, which is a recurring motif in Sylvia Plath's writings. She described phases of personal development that included self-discovery and self-reintegration, the hero's journey, the search for parental figures, selfless deeds, and meetings with various facets of oneself. Plath's literary works appeal with readers through their investigation of archetypal themes, triggering deep emotional responses in them by drawing on these fundamental and universal brain processes.

The genius of Sylvia Plath is in her capacity to express and reveal the agony within her own psyche, revealing hidden depths that strike a deep chord with her audience. Her statements haunt the soul and resound from the depths of the unconscious for individuals who are starting their own journeys of self-discovery. The therapy patients described here underwent a disintegration of the self and the adoption of a façade that was seen as necessary but ultimately harmful. This veneer forced them to look within, even though it took a toll on their personalities. To find out what was hiding in the shadows and to process the importance of being authentic, each person sought therapy. Through a process of self-examination and personal development, accepting the existence of their inner emptiness made room for new experiences, goals, and connections. This procedure is similar to the eloquently described journey that Sylvia Plath described in her writing:

We shall by morning

Inherit the earth.

Our foot's in the door.

## 5. Conclusion

The world population is experiencing and suffering from different psychological disorders and mental problems. Depression is among the most common mental illnesses. There are various treatments and bibliotherapy can be one of them and it has the advantage to be easily accessible and creative method for treating depression. Within bibliotherapy people are able to develop their sense of self, improve understanding, encourage self-awareness, illustrate common problems, strengthen emotional control and assist in coming up with solutions.

Using Sylvia Plath's literary works can expose reader patients with the same problems they are encountering while suffering from depression, alienation, self-destruction and bibliotherapy and the exposure to literature can serve as a catalyst for introspection, inspiring reader to face their inner demons and setting out on personal growth journey.

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**The Themes of Love and Adultery in Somerset Maugham's novel "The Painted Veil"***M. Aslanishvili, Georgian Technical University (GEORGIA)**N. Lomsadze, Georgian Technical University (GEORGIA)***Abstract**

William Somerset Maugham is a famous English novelist, playwright, and short-story writer whose work is characterized by a clear unornamented style, cosmopolitan settings, and a deep understanding of human nature. The article views the themes of love and adultery in Maugham's short novel "The Painted Veil" which is written in 1925 and considered to be his masterpiece. "The Painted Veil" is set in the 1920s in British colonial Hong Kong. The novel is centered on the beautiful, but love-starved Kitty Fane, whose marriage is not successful. It is the story of her ill-fated marriage to reticent and meek bacteriologist who is passionately in love with her. Kitty accepts his proposal because she hasn't received any better offers by the age of 25. This process is also accelerated by the engagement of her plain looking and unattractive younger sister, Doris. Being married to Walter and not loving him, Kitty starts her love affair with Charles, Townsend, assistant colonial secretary. When her husband learns about her betrayal he is infuriated and presents her with ultimatum: either Charles must divorce his wife and marry Kitty or she has to come with Walter to Meitan-fu, where there is a cholera epidemic. Her husband's intention is to punish her for adultery and let her die of the epidemic. She is sure that he has given her a death sentence. Realizing that Charles is not going to provide her any assistance in this matter she uncovers the veil of life from her eyes and embarks on the path of spiritual growth without regrets.

**Keywords:** love, adultery, jealousy, love affair, humiliation, freedom, epidemic, insanity

William Somerset Maugham is a famous English novelist, playwright, and short-story writer whose work is characterized by a clear unornamented style, cosmopolitan settings, and a deep understanding of human nature. Maugham was born in 1874 in Paris. At the age of ten he lost both of his parents and was taken in by his uncle who was cold towards the boy. He rejected the encouragement to follow the family tradition to become a lawyer and studied to become a doctor instead. After the success of his first novel he gave medicine up and continued writing and became one of the most popular and highest paid authors of his time.

The Painted Veil (1936) is the 11th novel by British novelist and playwright Maugham, published in 1925. Being inspired by British Romantic poet Percy Bysshe Shelley's untitled sonnet "Lift not the painted veil" (Shelley, 2012: 1135), which was published posthumously in 1824, Maugham obtained the title from the opening lines of it and adapted the theme to his novel. It could be called the novelization of Shelley's poem.

The Painted Veil is a thought-provoking and beautifully written novel that explores the complexities of human relationships and the power of self-discovery. It revolves around two main characters, a married couple, and their disillusionments about each other and marriage code. The invisible veil they put on their eyes is lifted and they end up facing realities. As Shelley (2012: 1135) suggests in his sonnet, it is painful for people to lift the veils and face the realities. In Maugham's novel veil means hiding reality and truth which is covered by a veil.

According to the Oxford Dictionary of English a veil is "a piece of fine material worn by women to protect or conceal the face: a white bridal veil. (2020, p. 1969)" A veil is usually white at a wedding, representing the innocence of the person wearing it. White is pure. In the novel the veil is painted which means that it is not an innocent veil the characters are wearing. Maugham used this concept to show how all of society and the people living in it are tainted. When the "veil" is lifted the bitter truth and reality is revealed and it is this bitter truth that the characters of the novel have to deal with. (Frankl, 2006, p. 102)

The novel is centered on the themes of marriage, adultery, anguish, remorse and enlightenment. "The Painted Veil is an account of the spiritual and moral regeneration of a superficial and silly young woman [...]." (Calder, 1973, p. 153) In this novel, the form of betrayal is adultery in which the wife is disloyal to her husband, and her adultery is followed by remorse and awakening to realities.

The Painted Veil is set in the 1920s in British colonial Hong Kong. The novel is the story of the beautiful but love-starved Kitty Fane. It begins with the heroine's discovery that her husband, Walter, knows about her affair with Assistant Colonial Secretary Charles Townsend. Kitty never loved Walter and only married him because she had not received any better offers by the age of 25 and stood to be humiliated by her plain looking and unattractive younger sister Doris's engagement to a baronet.

Kitty is afraid that her younger sister Doris could get married before her, which she regards as a catastrophe for herself being the older sister. Brought up with Victorian norms, Kitty is inclined to attach great importance to social status. According to tradition, by the time a girl reaches the age of eighteen, marriage should be her priority in life. Girls are supposed to get married before the age of twenty-three (Pugh, 2000, p. 32). When they postpone their marriages, they are confronted with the danger of being spinsters that would mean humiliation for a lady in the society. Despite the fact that Walter Fane is not the best choice for Kitty, she decides to marry him because she is panic stricken. Though hasty it may be, it saves Kitty's reputation in society:

"It wouldn't be very nice to be a bridesmaid at Doris's wedding. She would be glad to escape that. And then Doris as a married woman and herself single! Everyone knew how young Doris was and it would make her seem older. It would put her on the shelf. It wouldn't be a very good marriage for her, but it was a marriage, and the fact that she would live in China made it easier. She was afraid of her mother's bitter tongue." (Maugham, 1936, p. 32)

The other crucial factor that brought about Kitty's hasty decision to get married and then to regret it was her mother's manipulations on her to find a rich and a prosperous husband. As it is claimed in the novel "Mrs. Garstin bestowed upon

her all affection, a harsh, competent, calculating affection, of which she was capable; she dreamed ambitious dreams; it was not a good marriage she aimed at for her daughter, but a brilliant one" (Ibid., p. 20). Mrs. Garstin, Kitty's mother, being an ambitious and demanding woman imagines climbing up the social ladder by encouraging Kitty for such a marriage. Thus, seeing no other option for advancement in her life, Kitty marries Walter Fane, a bacteriologist, who is passionately in love with her. She goes with him to Hong Kong, but never grows to love him.

Kitty's adultery brings dramatic changes in her life. Her illusions and plans are ruined when Walter Fane admits that he knows about her being unfaithful to him. He becomes furious and presents her with an ultimatum, in accordance with which, Kitty has either to come to Mei-Tan-Fu with him where there is a cholera epidemic on the pretext of helping people there, or she has to marry Charles Townsend on condition that both Townsend and his wife, Dorothy, agree on divorce. Kitty knows that her husband's intention is to punish her for adultery and let her die of the epidemic. He has given her a death sentence. So, she rushes to her lover in the hope that he will rescue her, but Townsend, who wishes to ascend to the top position of colonial governor, has no intention of divorcing his wife. Thus, a devastated Kitty goes to Mei-Tan-Fu.

While in Mei-Tan-Fu, Walter is unable to cope with the betrayal. He has "no will to live" – it is all lost with his loss of faith in Kitty. It isn't the epidemic that kills him. It is his lack of a reason to live that takes his life. His last words before his death are "The dog it was that died". (Ibid., p. 221 ) Here he uses the enigmatic reference to Oliver Goldsmith's *An Elegy on the Death of a Mad Dog*. (2019) Walter calls himself the metaphorical dog here and Kitty is the man. He means that Kitty's unfaithfulness was so poisonous that it killed him despite the fact that he had intended death for Kitty. Like the dog he had bitten Kitty so that she would ultimately lose her life to cholera. People consider it madness when he takes her along to an epidemic ridden region. "She might have easily lost her life: he had. Was it a joke?" (Maugham, 1936, p. 241) They all fear for her life, but she is the one who survives because she finds "a life-purpose" which gives her the will to survive. In this remote, exotic but death flourishing place, she develops a sense of responsibility and finds out the value of genuine love. Her personality changes dramatically after a long process of anguish and guilty conscience, which results in her self-realization and enlightenment.

Compared to Walter, her intentions are never evil. She falls in love with someone else and commits adultery. But her intentions are never as cruel and evil as those of Walter who wants her to die. He wants to punish her physically and mentally. A well-respected and highly regarded doctor, he is almost possessed by the devil. He is a person of extremes – either quiet and loving to insanity or vengeful and hateful to the extent of turning into a murderer.

Kitty is a balanced person out of the two. She is young and inexperienced, someone who grew up in a society where women were viewed as prospective brides, wives, mothers or daughters.

Brokenhearted at Charles rejection and jolted to reality she decides to change, to live life of her own term, for herself and no one else. Kitty begins to change when she starts to work with the nuns, taking care of the orphans. She begins to love the feeling of being needed. She changes not merely by her association with the nuns but because of her

encounter with death; seeing people die everywhere of cholera. Face to face with death for the first time in her life, she becomes aware of the insignificance and triviality of life.

The impact of death and disease gives Kitty a new knowledge; it helps her have a better understanding of life and its meaning because "the meaning of life differs from man to man, from day to day and from hour to hour. What matters, therefore, is not the meaning of life in general but rather the specific meaning of a person's life at any given moment." (Frankl, 2006: 102) She helps in the convent because she wants to help the people and not because of any ulterior motives. Kitty matures through various stages in life - marriage, love, adultery, indifference, suffering and regeneration and finally becomes a beautiful human being: "Kitty had a queer feeling that she was growing... She began to regain her spirits; she felt better and stronger... It began to seem quite natural to live in the midst of a terrible epidemic. She knew that people were dying to the right and left of her, but she ceased very much to think of it." (Maugham, 1936, p. 168)

With her pregnancy she finds another purpose in life – to raise a responsible and better child than her mother raised her to be. She wants to make sure that her child does not make the same mistakes which she made in her life and decides to give her child the freedom to live. While talking to her father she says:

"I want a girl because I want to bring her up so that she shan't make the mistakes I've made. When I look back upon the girl I was I hate myself. But I never had a chance. I am going to bring up my daughter so that she's free and can stand on her own feet. I'm not going to bring a child into the world, and love her, and bring her up, just so that some man may want to sleep with her so much that he's willing to provide her with board and lodging for the rest of her life." (Ibid., p. 285)

She has no freedom of choice in her life. She marries Walter Fane out of compulsion and later is forced to move to a death-hole. All her life she is fettered by the desires of others and if she ever dares to follow her heart, she is labelled as unfaithful and punished. After Walter's death Kitty suddenly feels herself free.

"Freedom! That was the thought that sung in her heart so that even though the future was so dim, it was iridescent like the mist over the river where the morning sun fell upon it. Freedom! Not only freedom from a bond that irked, and a companionship which depressed her; freedom, not only from the death which had threatened, but freedom from the love that had degraded her; freedom from all spiritual ties... ." (Ibid., p. 244) Kitty feels free after she has gone through many agonies. She thinks that she has completed her moral journey. She gets free from "the love that had degraded her" (Ibid., p. 268)

After Kitty commits adultery, she realizes that, her husband, in fact, is a good person and deserves respect. Although adulteries bring tragedies in people's lives, her adultery, ironically, enables her to see the realities in her life and how shallow she had been before she went through all the experiences in Mei-Tan-Fu. For Kitty, it is a story of spiritual awakening and full comprehension of genuine love.

Kitty makes lots of mistakes in order to carry out the demands of her mother and society. She avoids being disdained by her social circle and becomes socially acceptable by marrying Walter Fane. However, at the end of the novel, she finds out that humane feelings, devotion, sense of responsibility, and duty are the virtues worthier than sexual love.

As Frankl (2006: 102) claims, every situation in life is like a problem or a challenge and man can solve these problems by being responsible and that is the very essence of human existence. In the end of the novel we see that Kitty succeeds in finding "a meaning in life" which serves as an anchor for her survival through her suffering – both emotional and physical. Now Kitty is able to "live" a meaningful and fulfilling life through experiences which help her grow as a human being. With her experiences, she finds a way out of her misery and invests her hopes on her child to be born.

She states that "I have been terribly punished. I'm determined to save my daughter from all that" (ibid.: 285-286). These are the words of a determined woman who is ready to take responsibility. She decides to orient her life in the light of what she has learned in Mei-Tan-Fu: "the path that led to peace" (Ibid., p. 286).

The novel concludes with Kitty realizing that through her journey of self-discovery and the hardships she endured, she has become a stronger and more compassionate person. She finally uncovers the veil of life from her eyes herself, and embarks on the path of spiritual growth without regrets.

The Painted Veil is about sin and suffering, love and adultery, passion and anger where human beings become victims of their own illusions. Maugham's skillful storytelling captures the essence of human nature, reminding us that even in the darkest of times, there is always room for growth and redemption.

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### Shifting from Traditional to Multimodal ELT Classrooms

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#### Abstract

Traditional ELT focuses on providing key skills of reading, listening, speaking and writing, which do not appear to be enough within the modern communicative paradigm. In today's multimodal world, it is important to be able to comprehend multimodal texts as well as convey meaning through them. So, there is an urgent need to redefine literacy in the new digital age and redesign ELT classrooms to ensure multimodal literacy. To keep pace with the ongoing process of development in both ELT and the real world and thus, the need for redefining literacy, the ELT classroom at ATSU has been redesigned to develop multimodal literacy learning and multimodal communication perspectives.

**Keywords:** Multimodality, multimodal literacy, ELT, viewing and representing

#### 1. Introduction

Traditional language teaching focuses on four key skills: reading, listening, writing, and speaking, where the principal mode of communication is an alphabetic text either written or oral. While these skills remain crucial, the current communication environment requires even more beyond them, as the modes of communication have become more diverse alongside the development of technology. Digital technology makes it possible to create multimodal texts to convey meaning. As the nature of multimodal texts is becoming more and more complex, it influences the way we communicate, and the kind of literacy required. In response to the changes in modern communication, integrating multimodal skills – viewing and representing into the curriculum has become necessary. “As educators, we need to develop the knowledge and pedagogy to teach multimodal literacy. We cannot assume that just because our young are growing up in a media-rich world, they will be able to view multimodal representations critically and not be naive consumers of media texts” (Lim F. V. et al, 2018).

Multimodality refers to the use of more than one mode of communication in a text to create meaning (Donaghy K. et al, 2023). The New London Group pioneered broadening the ‘understanding of literacy and literacy teaching and learning to include negotiating a multiplicity of discourses’ in the 1990s (The New London Group, 1996). The concept of ‘multiliteracies’ (or multiple literacies) refers to the expanded notion of literacy outside the limitations of alphabetical language learning. The group claimed that the traditional emphasis on ‘alphabetic literacy’ would need to expand to include a ‘pedagogy of multiliteracies’; and this would involve learning how to interpret and create multimodal texts (Jewitt, C., & Kress, G., 2003 as cited in Donaghy K. et al, 2023).

A multimodal text is one that conveys meaning through more than one mode of communication. There are five modes of communication: linguistic, visual, aural, gestural and spatial (fig. 1). Linguistic mode involves the use of written or

spoken language to convey meaning. Visual mode relies on images, symbols, colors, and other visual elements to convey meaning. Aural mode encompasses all forms of auditory communication, such as speech and music. Gestural mode relies on gestures as physical movements or body language used to express meaning. Spatial mode includes physical arrangements like position, distance, spacing, direction.

In the present-day understanding of communication, one can rarely encounter a text with only words in it. It is much more likely to come across a multimodal text, with visual, aural or other modes together with the linguistic ones. This makes it urgent to redefine literacy in the new digital age and redesign ELT classrooms to ensure multimodal literacy. This kind of literacy “focuses on the design of discourse by investigating the contributions of specific semiotic resources (e.g. language, gesture, images) co-deployed across various modalities (e.g. visual, aural, somatic), as well as their interaction and integration in constructing a coherent text.” (Lim, F. V. et al 2015:917). Furthermore, multimodality, while communicating in a foreign language, “makes it possible to achieve a communicative goal of the message in the case of imperfectness in terms of language literacy and completeness, as well as in the case of imperfect stylistic arrangement” (Bilytska V. M. et al, 2022:219).

**Fig. 1. Modes of Communication**



## 2. Case Study

The traditional four language skills are deeply rooted, and being crucially important they should not be underestimated. To help students develop 21st-century digital and multimodal skills it is necessary to integrate them into classroom practice alongside the above-mentioned traditional skills. This multimodal approach “takes into account how linguistic and visual (and other) choices fulfill the purposes of the text, the audience and context, and how those choices work together in the organization and development of information and ideas.” (Lim F. V. et al, 2017). This is the way to make students ‘multimodal literate’. A ‘multimodal literate’ student is “sensitized to the meaning potential and choices afforded in the production of the text, rendering an enhanced ability to make deliberate and effective choices in the construction and presentation of knowledge” (O’Halloran, K.L. et al, 2011).

To redefine literacy and explore new perspectives to address students’ communicative needs, the ELT classroom for English Philology students at ATSU, namely the B2 level, has undergone some meaningful changes. These shifts may not yet fully respond to the multimodal approach but they undoubtedly are noticeable and appreciable.



In accordance with the New London Group, the traditional emphasis on ‘alphabetic literacy’ needs to expand to include ‘a pedagogy of multiliteracies’. It created the need to look over both the teaching and assessment practices. As multimodality involves using a diversity of modes of communication, teachers need to integrate multimodal skills of viewing and representing into their teaching practice. It should not be regarded as something absolutely new and different from their current teaching practice, but the skills should be taught in an integrated way to what the teachers are already doing taking the unreplaceable function of traditional four skills into account. The correspondence of four language skills and multiliteracy skills is given in Figure2:

Fig. 2 - The correspondence of four basic language skills and multiliteracy skills

Four Basic Language Skills		Multiliteracy Skills
Reading	Receptive	Viewing
Listening		
Writing	Productive	Representing
Speaking		

The most important change that was made for B2 English Philology students was to reconsider the material to teach. The new material was chosen so that it ensured teaching and practicing multiliteracy skills - viewing and representing alongside developing four language skills and critical thinking as well.

Viewing involves the “active process of comprehending and responding to multimodal texts (Begoray 2001 as cited in Donaghy et al 2023). At the high level of language, such as CEFR B2, viewing involves learners analyzing and interpreting the multimodal text and responding to it critically. Viewing is linked with the receptive skills of reading and listening (ibid). Such tasks in the new syllabus use relevant content given through stories, photos, videos and infographics. Reading passages incorporate a variety of text types, charts and infographics to strengthen active and critical viewing, inform and inspire learners. Listening passages incorporate a variety of listening types such as podcasts, lectures, interviews and conversations. The linguistic, visual, aural and spatial modes of communication all operate on this level. Viewing multimodal texts improves students’ reading and listening comprehension, ability to remember vocabulary, critical thinking and elevates levels of motivation at the same time. Eventually, they develop their multimodal communicative competence.

Representing involves learners’ “communicating information and ideas through the creation of multimodal texts (14 in Oxford). The learners practice creating multimodal texts and communicating through them. The productive skills of

writing and speaking are linked with representing. Such tasks in the new syllabus include making videos, presentations, slide shows, and storyboards that, apart from activating digital skills, practice skills such as introducing the talk, presenting with others, making eye contact and interacting with the audience and fluency in communicating ideas. Students consolidate their understanding of content, language, and digital skills as they collaborate on an academic presentation.

As long as the curriculum aims at developing multimodal literacy, this should be reflected in the assessment process. The changes in question are also reflected in this respect as well. There are many ways students are assessed and the following shows the shifts towards multimodal literacy. The traditional way of checking speaking skill was to read a passage and then retell it to work out the main idea and comprehend the details. An example of the new method of checking a learner's comprehension through more than just alphabetical mode is to have the student speak about the problem given in a photo (Fig. 3). They should identify the problem beyond the scene on the photo and describe it (not the photo itself). Then they must think of some suggestions on how to prevent and/or deal with the problem and say how it helps. This shows a student's critical thinking and speaking skills through visual and linguistic modes of communication. Apart from that, students comprehend a listening activity - a podcast, a show or a lecture on a relevant issue and show understanding through aural and linguistic modes. The development of technology made it possible to include presentations, slide shows, videos, storyboards in the assessment system. The assessment of these tasks is part of the overall assessment.

Fig. 3 - Sample speaking exam task (CEFR - B2)



ANALYSING VISUAL INFO: Think and Discuss.

Study the photo and NAME the problem you see

DESCRIBE the problem providing supporting ideas (arguments, examples...)

SUGGEST at least ONE way to prevent and/or deal with the problem and say how it helps.

A teacher asks an extension question (personalizing) e.g. Do you think it is the government's or the social responsibility to take care of beggars/the poor? Do you sometimes help them? Why?

### 3. Conclusion

Reflection on the changes obtained through the feedback collected from both students and teachers appeared to be positive. The primary practice of piloting proved the changes to be promising, effective and motivating for both sides, who seemed to fully enjoy the renewed, modern way of the teaching/learning process and the assessment system. Bringing multimodality into the ELT classroom

catered for the students' interests and activated the communication skills in different modes. The multimodal teaching approach makes lectures more engaging, productive and learner-centred.

So, multimodal texts are an indispensable part of students' everyday lives outside the classroom. Thus, integrating the skills of viewing and representing with listening, reading, speaking and writing so that it includes meaning-making across various modes of communication in multimodal texts into the language education curriculum is the next step in the development of ELT classroom tailored to meet both, the latest challenges for language education and the students' needs. It ensures students develop their multimodal communicative competence and become multiliterate in all modes of communication.

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### Technological Aspects of AntConc in Linguistic Research

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#### Abstract

This article describes AntConc, a freeware, multi-purpose corpus analysis tool created by Laurence Anthony in 2002 (<https://www.laurenceanthony.net/>). After explaining its usage and the program's abilities theoretically, this article demonstrates the program's practical usage while working on several corpora. An overview of installation steps of the program and practical usage of each of the program's tools (Concordance; Collocates; Concordance Plot; Word List; Keyword List; Clusters/ N-Grams) which can be used while proceeding files and working on texts is also presented through this work. Finally, this research demonstrates the effectiveness of this program while working simultaneously on two corpora from English literature ('Between Rounds' and 'The Last Leaf' written by O. Henry).

**Keywords:** Linguistics, Corpus Linguistics, Educational Technology, AntConc, Corpus Linguistic Software, Linguistic research

#### 1. Introduction

Linguistics, the scientific study of language that includes an analysis of all aspects of language, urgently needs tools to facilitate the processing of the vast amounts of information. Thanks to technological advances, research tasks can now be done with less effort and time. With the help of computer tools, linguists can not only answer difficult questions, but also identify new challenges that require effective solutions (Zakariashvili, 2021). Digital Humanities (DH) are at the leading edge of applying computer-based technology in the humanities. As part of their work, digital humanists have developed new methods, such as computer-based statistical analysis, search and retrieval, topic modelling, and data visualization. They apply these techniques to archives and collections that are vastly larger than any human researcher or research group can comfortably handle (Berry, D). Hopefully DH tools are actively used here in Georgia, too (e.g. Iliuni has a Ph. D field named Digital Humanities, and their representatives actively do research). Over the years, corpora of language data have started to play an increasingly important role in determining how languages are taught (Coniam, D.). Corpora have started to be applied in a wide range of areas, including translation studies, stylistics, and grammar and dictionary development (Hunston, S.). In order to reach this aim there are several tools which are used for corpus linguistic researches, such as Manatee (Bonito), IMS Corpus Workbench (CQP), LEXA, MonoConc and so on. However,

in this article, we will discuss the Concordance software program called AntConc, which can be downloaded from the official website free of charge. In order to get reliable literature concerning AntConc, we have searched for both English and Georgian sources. For example, David Coniam- "Concordancing oneself: Constructing individual textual profiles," International Journal of Corpus Linguistics; Mariam Zakariashvili - ANTCONC CONCORDANCER - A LINGUISTIC RESEARCH TOOL; Susan Hunston- Corpora in Applied Linguistics and many other online sources which are presented as URL links at the end of the article. For the practical part, we have decided to choose 2 corpora 'Between Rounds' and 'The Last Leaf' written by O.Henry. Our aim is to work on these texts with the help of AntConc tools. After formatting texts into Notepad format, we will try to get the total number of words used in the both texts and then search for key words and most importantly search for the past forms of the TO BE verb (was, were) and their placements in sentences. It's clear that if we do this action without DH tools, it definitely will need a huge amount of time, since we will have to read all texts word by word. On the other hand, AntConc tools allow us to perform the same action and achieve the same goal in a short span of time with just several clicks.

## 2. Theoretical Review of AntConc

AntConc is a freeware concordance program that was developed in 2002 by Prof. Lauren Anthony, director of the Centre for English Language Education, Waseda University (Japan). The versions are available for Windows 64-bit, Mac and Linux 64-bit. This program can be downloaded from the official website [www.laurenceanthony.net/software/antconc/](http://www.laurenceanthony.net/software/antconc/) free of charge. This program does not need an installer; it can be downloaded as a single ".exe" file or can be run from various sources ( e.g USB memory stick) in the computer.

After the program is stored in our targeted gadget, it is super easy to use the program. All the files (both the corpus and the reference corpus files) which we need to work on should be saved as separated Notepad text formats. There is no limit of files which can be worked on at the same time while using the program. AntConc allows us to work on huge texts which are written in English and other languages( Georgian alphabet isn't included yet). We can work on the following characteristics of the chosen texts: Concordance, Concordance Plot, File View, Clusters/N-Grams, Collocates, Word List, Keyword List. All of them will be defined separately down below:

First of all, when we want to work on a file or several files we need to collect them in different files as Notepad text documents. However, the name of the file and documents should not be written with the Georgian alphabet letters, otherwise the program can't see the content. To start working in the program, document files should be chosen from the File icon that is in the upper left corner of the program. We can choose as many documents for working as needed. After clicking 'Open' the chosen files will be shown as a list in the 'Corpus Files' panel. Clearing recently chosen files or all files and already used tools in progress is possible from that File Menu, too. After choosing Notepad format text

files, the general number of chosen documents is shown down on the left side of the program window in the Total No. Files Processed template. After choosing all targeted text files, in order to start working on them, it is needed to create a 'concordance'. For this it is needed to enter the desired term( a word, a key word, for longer phrases or more options a key word with the asterisk \* symbol before or after the search term) and click 'START'.

Concordance - As mentioned above in order to create 'Concordance', we should enter the search word in the search bar and enter "start". The results appear as a list with KWIC results(means KEY WORDS IN CONTEXT). We can find words and how they are used in context right in the KWIC results window. Total number of results is shown in Concordance Hints box. For advanced search settings should be changed into "Advanced Search" before clicking "START".

Collocates – to create a list of the most common collocates in the targeted texts, it is needed to enter the desired word in the search bar, but before entering 'START', one can fix settings based on the results he wants to get. For example, for a wider range of results, it is possible to ignore tags or contractions in the texts, also apply the 'WORD SPAN' on the left and right sides of the key word. The results will be listed as a list with the frequency of usages of those connections in the texts.

Concordance Plot – after clicking on the desired word pattern on the collocates, windows automatically jumps to the Concordance Plot, which shows the visualized view of words and their places on the individual texts.

Word List - after creating 'CONCORDANCE' and 'Concordance Plot' this window shows us the statistics of used words in all targeted Notepad texts files. It shows us the total number of used words in the texts, the words themselves and the exact number of frequency which was used in the files.

Keyword List - shows us which words are usually frequent or infrequent in the corpus in comparison with the words in a reference corpus.

Clusters/ N-Grams - this window is shown after selecting the number of word spans which we want to see from collocates. It allows us to adjust the number of tokens we want to work on.

Saving the results is simple. After finishing working on the text files, save with CTRL+S or by selecting 'SAVE OUTPUT TO TEXT FILE'

### 3. Practical Use of AntConc while working on two corpora



First of all, we have decided to use two short stories by O.Henry ('Between Rounds' and 'The Last Leaf'). We transformed those texts into Notepad formats and started working on them synchronously.

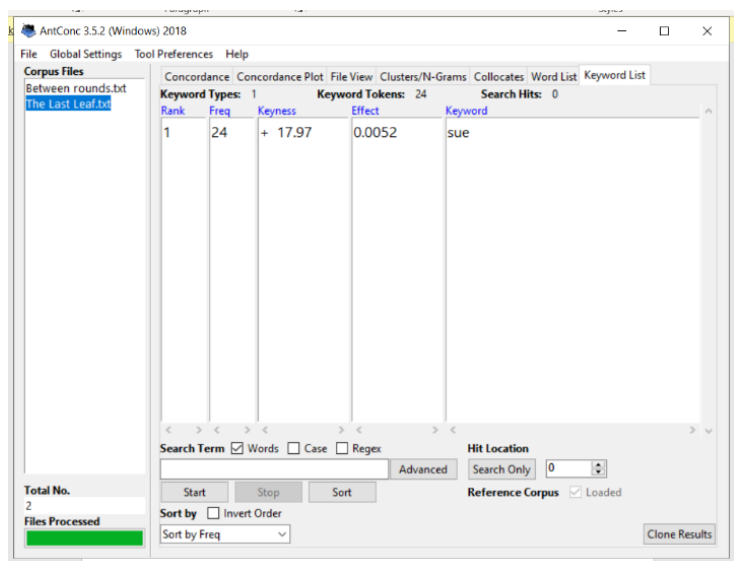
#### Word List

Firstly, we have decided to create the full list of all the words which have been used in those 2 texts. Based on the result, we can say that there are used 1432 words. They all create different types of collocates and word phrases. Also, we have concluded that based on the frequency the highest number of frequency used in this text was the article THE (272), then AND (142) and finally the article A (123).

#### Keyword List

On the following stage, we have decided to try KEYWORD LIST. We tried to search for the name Sue (as it's a name for one of the characters in the text). After clicking on advanced search, we observe this name has been used 24 times in the text.

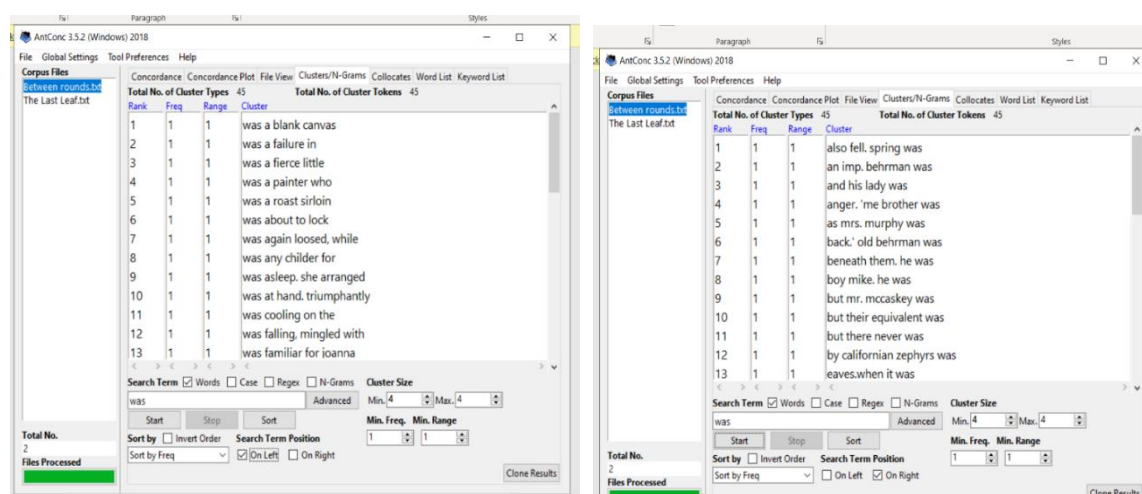
Figure 2.



#### Clusters/N-Grams

For trying CLUSTERS/ N-Grams, we have decided to search for the past forms of TO BE verb in English (was and were). From the bars below the list, we marked 4 units combinations to be shown before and after the verb forms. We have done the same trial and error with the verb form WERE and then tried to find its all exact locations in the texts and contexts. For this we used Concordance Plot.

Figure 3.

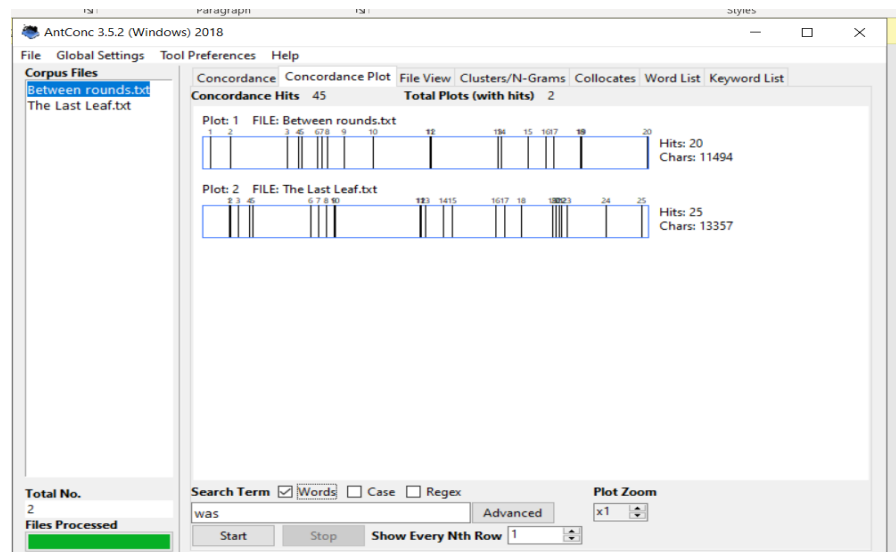


Concordance Plot

On the screen below is shown the visual scheme of the usage of the verbs WAS and WERE in the both texts.

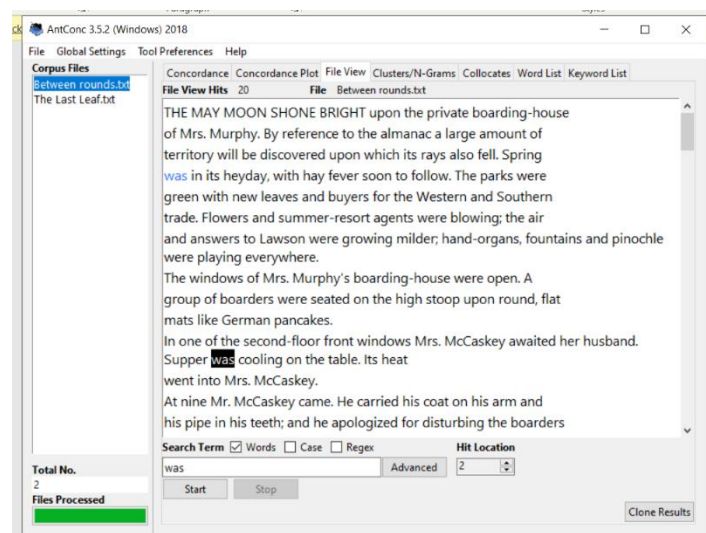
Figure 4.

After clicking on the lines, it was possible to see the actual usage of those verbs in the sentences. For this aim the



window was automatically jumped to the next window named the Concordance Window. Like this we were able to check the exact sentences, phrase combinations and word combinations which were connected to this To Be verb forms in the texts.

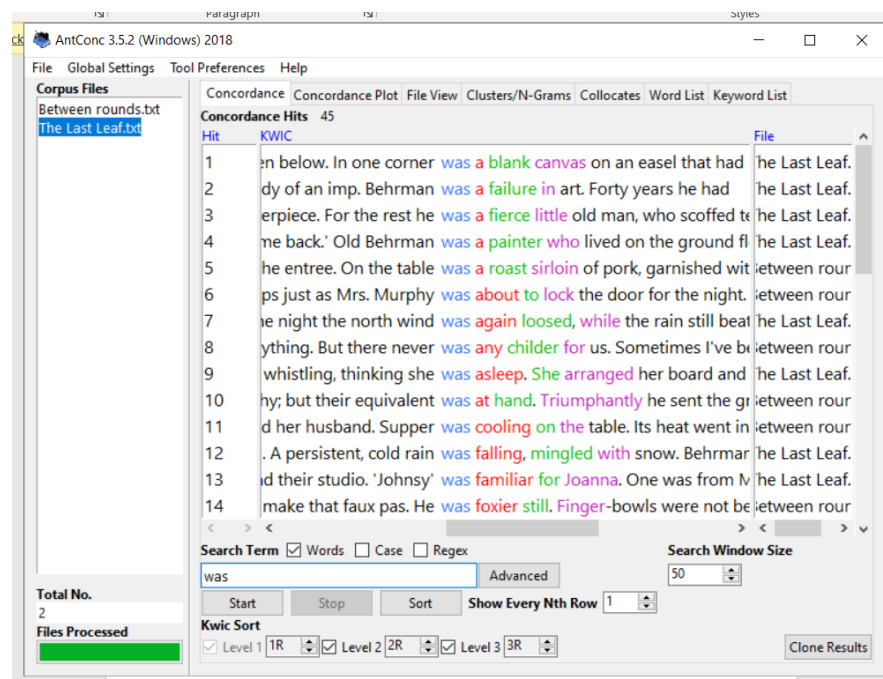
Figure 5. File View -in order to check the usage of the exact verb in a sentence



Concordance

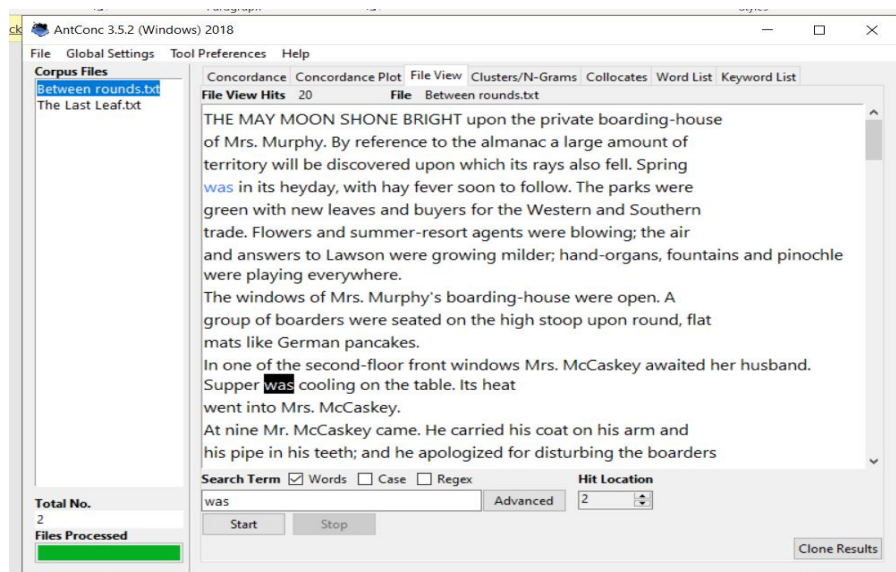
With the help of Concordance menu, we can search for an exact word in the text and its usage, too. The program shows us in which text is used this word (the file name is written on the right side), also in which sentence is used this word and presents us so-called the KWIC (KEY WORD IN CONTEXT) based on the context clue usages (Figure 6)

Figure 6. Sentences to see the Key Word in context



After clicking on the sentences, we are sent to File View window. There we can see the exact sentences in which these verbs are used. (Figure 7)

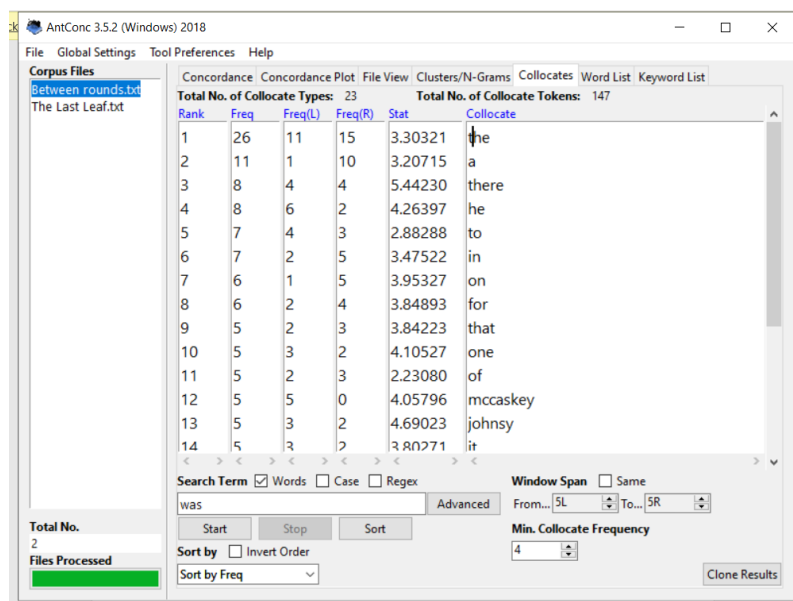
Figure 7. File View tool



## Collocates

Additionally, we can search for the word collocates. We can tick the number of words in the collocates we want to see. In this case, we have used 5 units for per collocate. (Figure 8)

Figure 8. Collocates



In summary, this program is useful and highly capable. It allows us do many things simultaneously no matter how large the file is or how many of them are attached to the program. It is a great way to do many kinds of linguistic actions on both corpora.

#### 4. Conclusion

Digital Humanities play a crucial role in the field of corpus linguistics. There have been developed several types of digital programs and resources in order to make working on texts easier. AntConc, which allows us to process huge number of texts in a short period of time with the first range corpus, is one of those programs. AntConc has several benefits, including the free availability of user licenses, compatibility with different operating systems and the small size of the application (Zakariashvili, M.). As for linguistics, corpus technologies are very important for doing linguistic research objectively, quickly and precisely. As stated in the introduction, we have successfully worked on two corpora and seen the benefits of AntConc while working on complicated texts. We have transferred the targeted texts ('Between Rounds' and 'The Last Leaf' by O. Henry) into Notepad format and then searched for the word list, where we have seen the total amount of words in the both texts and then jumped to the desired key word and seen the context it was used in. In case of the paper-based process this would have taken a fair amount of time, while with AntConc we have done it quickly. Even more useful and pleasant was finding the past forms of TO BE verbs in both Corpora. While working on files with just several clicks it was possible to search for all facts of using WAS and Were in these texts and after clicking on them, we were able to see the way they were used in Concordance and in Clusters/ N-Grams in order to get a total view of their usage in context and the texts. To sup up everything above, with the help of AntConc we were able to process different linguistic actions and read out targeted words, phrases and relationship attributes quickly, effectively and successfully.

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#### INTERNET RESOURCES

<https://www.laurenceanthony.net/software/antconc/>

<https://libraryguides.mcgill.ca/text-mining/AntConc>

<https://www.linkedin.com/pulse/concordancers-introduction-antconc-daria-toropchyn>

[https://research.ncl.ac.uk/dectc/toon/assets/docs/AntConc\\_Guide.pdf](https://research.ncl.ac.uk/dectc/toon/assets/docs/AntConc_Guide.pdf)

[https://antconc-manual.readthedocs.io/en/latest/keyword\\_list.html](https://antconc-manual.readthedocs.io/en/latest/keyword_list.html)

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**Lorelei as a symbol of desired death in Sylvia Plath's eponymous poem "Lorelei"**

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**Abstract**

Sylvia Plath is widely regarded as one of the most prominent and prolific American female poets of the 20th century. Her passionate, confessional writing style and exploration of themes such as mental illness, gender roles, and identity have made her a literary icon. Plath works are in the genre of confessional poetry, which refers to personal issues and such themes as the inner self, personal suffering, taboo topics, sexuality, and suicide. Her poems can be regarded as her own confessions. Plath's dark mood and obsession with death can be observed in most of her poems. A true example of it presents "Lorelei" which is considered to be one of her best confessional poems. "Lorelei" is based on the German myth of the Nixes (mermaids who may lure men into drowning). In the poem, the speaker, who is a young woman, presumably Plath herself tries to get rid of her depressed feelings. As the unbearable suffering makes her life impossible, she wants to stop it at any cost and get immediate relief. Eventually she realizes that the only way to do this is through death. Lorelei, for Plath, symbolizes death. It is death that lures her, by assuring that all will be peaceful when her life ends. She pictures death as peaceful and desired phenomenon and wishes that she could join the "great goddesses of peace" under the water. She is drawn to fall into the water like a heavy stone, hoping that she will finally find peace in death.

**Keywords:** Confessional poetry, free verse, stanza, iambic trimeter, taboo topics, Nixes, siren, Holocaust

**Introduction**

Sylvia Plath is widely regarded as one of the most prominent and prolific American female poets of the 20th century. Her passionate, confessional writing style and exploration of themes such as mental illness, gender roles, and identity have made her a literary icon. She became the first poet who was awarded the Pulitzer Prize posthumously in 1982 for "The Collected Poems" (2008). An American writer and poet, Joyce Carol Oates, characterized Plath in the New York Times Book Review 2000 as "one of the most celebrated and controversial of postwar poets writing in English." (2001, p. 1972)

Plath is a controversial figure in American Literature because of the deeply personal and often disturbing nature of her poetry, which reflects her struggles with mental illness and her feelings of despair and isolation. Her poems are intensely autobiographical, they often explore her own mental suffering, themes of death, depression, and self-destruction,

unresolved conflicts with her parents, and her own vision of herself, her troubled marriage to poet Ted Hughes, whose adultery deeply influenced Plath. Thus, she has transformed her distress into poems full of pain, despair, challenge and anger.

Due to her fragile psyche Plath had been suffering from bouts of severe depression and mental instability throughout her life. She tried to commit suicide thrice, but ultimately made it possible in 1963 when after separation with her husband she felt herself increasingly isolated and depressed. As a result, on February 11th she put her head in the gas oven by gassing herself.

Plath is associated with the Confessional Poetry Movement. Confessional Poetry is a literary movement that emerged in the United States in the late 1950s. The best-known representatives of the genre of confessional poetry are Robert Lowell, Sylvia Plath, Anne Sexton, John Berryman, Allen Ginsberg and W. D. Snodgrass. "Dealing with intimate mental and physical experiences of the poet's own life, the confessional mode is a way of expressing the deepest feelings of love, anger, wrath, loneliness and happiness." (Sboui, 2023, p. 52) Instead of focusing on external factors of universal emotions, confessional poetry views previously taboo topics, such as mental illness, sexuality and suicide.

The term "confessional poetry" was introduced by the American poet and critic Rosenthal in a review of Robert Lowell's *Life Studies* (2001) entitled "Poetry as Confession" (1991, pp. 109-112). The poems included in the book are regarded as "confessional", since they indicate that an American poet Lowell suffered from mental problems. Rosenthal defines confessional poetry as "poetry that goes beyond customary bounds of reticence or personal embarrassment." (Rosenthal, 1960, p. 231) Rosenthal considers the word 'confessional' quite suitable, "because of the way Lowell brought his private humiliations, sufferings and psychological problems into the poems of *Life Studies*". (1967, p. 26) He claims that "the private life of the poet himself, especially under the stress of psychological crisis, becomes a major theme". (ibid.: 15) Confessional poetry is the poetry of the personal or "I" that centers on private experiences and feelings about death, trauma, depression, sexuality and relationships, often discussed in this type of poetry, in an autobiographical manner.

Though the term "confessional poetry" has been current after being introduced by Rosenthal, its definition and its usefulness have been much debated. "Nevertheless, the name has stuck, because it ... captures something important about the poetry. ... confessional poetry draws on the poet's autobiography and is usually set in the first person. It makes a claim to forego personae and to represent an account of the poet's own feelings and circumstances, often by reference to names and scenarios linked to the poet." (Gregory, 2009, p. 34).

Plath is one of the most distinguished poets in the genre of confessional poetry, which refers to personal issues and such themes as the inner self, personal suffering, taboo topics, sexuality, and suicide (Ousby, 1996, p. 89). Her 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 discusses problems she has experienced in her life with a high level of artistry and is able to talk about them without any shame.

Plath's poems can be regarded as her own confessions. Her poetry reveals the hidden authority and aptitude of a female poet who struggled highly against the patriarchal rules to make her voice be heard.

Plath's dark mood and obsession with death can be observed in most of her poems. A true example of it presents "Lorelei" (Plath, 2015: 76), which is considered to be one of her best confessional poems. In the poem the speaker, a young woman, presumably Plath herself tries to get rid of her depressed feelings. As the unbearable suffering makes her life impossible, she wants to stop it at any cost and get immediate relief. Eventually she realizes that the only way to do this is through death.

"Lorelei" was written by Sylvia Plath as a part of the collection of poems entitled *The Colossus and Other Poems* (Plath, 2019) which was published on the 31 October 1960. Many of the poems in this collection refer to myths taken from various sources. The source of inspiration for "Lorelei" was the 19th century German song "The Legend of Lorelei", which she had heard from her mother in childhood. The story of Lorelei proved to be so popular that "it was rewritten by various authors during the nineteenth century, with the Lore Lei variously represented as a witch, a mermaid that lures sailors to their deaths, and a virgin with golden hair. The version that Plath heard as a child was Heinrich Heine's 1823 poem 'Die Lorelei', which was set to music by Friedrich Silcher, and later translated by Mark Twain." (Wilson, 2013, p. 18)

It is remarkable that Plath associated the legend of "Lorelei" with her early years; "in July 1958, as she was composing her poem 'Lorelei', she outlined in her journal the appeal of the story: not only had it originated in Germany" (her father was German by origin) "but it illustrated perfectly one of Plath's recurring themes, that of the 'death wish'." (ibid.)

"Lorelei" (Plath, 2015, p. 76) is based on the German myth of the Nixes (mermaids who may lure men into drowning). The poem combines the confessional style of Plath with a myth of German origin that of the water spirit called Lorelei who lures sailors with her breathtaking beauty and her enchanting voice, leading them to the perils of the rocky reefs of the Rhine. This combination gives the poem an air of mystery and deep sorrow.

In her poem Plath returns to the theme of her desire for death as she recollects a folk German legend about Lorelei, the mythical woman named after a giant rock situated on the bank of the Rhine River in Germany. This rock is known for producing an echo. The name Lorelei comes from the old German words "lureln", Rhine dialect for "murmuring", and the Old German term "ley" meaning "rock". Thus, Lorelei can be translated as "murmur rock" or "murmuring rock" as the heavy currents, and a small waterfall in the area created a murmuring sound.

Drawing a parallel between Plath's life and this legend it is necessary to mention that there is something in common between these two. Plath had separated from her husband as a result of his affair with another woman. As for Lorelei, this beautiful mythical woman kills herself in misery, throwing herself into the sea after she discovers her husband's adultery. She turns into a dangerous siren of the sea and takes vengeance on men by luring them with her songs and beauty to their watery deaths.

Plath's "Lorelei" (ibid.) is a free verse poem. It is composed in iambic trimeter with twelve stanzas, consisting of three lines each. The poem begins with the young woman speaker looking at the water and feeling drawn to the images it reflects. In the first stanza, the speaker, whom we identify with Plath, says that the night on which she is speaking is not a night to drown in. It is a beautiful night in fact, with the moonlight shining on the surface of the shimmering water.

"It is no night to drown in:

A full moon, river lapsing

Black beneath bland mirror-sheen,"(ibid.)

It's necessary to mention that such a calm description is not typical for Plath's poetry. However, then Plath overturns this initial image by mentioning how the rest of the water that is beneath the surface is pitch black.

In the second stanza, Plath continues to describe the night:

"The blue water-mists dropping

Scrim after scrim like fishnets

Though fishermen are sleeping," (ibid.)

She says that water-mists are reaching the shore in a form similar to the light, translucent material that goes into making fishermen's nets. Then she explicitly states that all the fishermen are asleep at the time when the water-mists appear. Plath describes the scrim-like effect of the water-mists as almost supernatural.

In the third stanza, Plath sees a castle and imagines its turrets and windows. She depicts how the massive turrets of a castle on the shore are being reflected by the moonlit water, and the water is so still that it resembles a mirror.

"The massive castle turrets

Doubling themselves in a glass

All stillness. Yet these shapes float" (ibid.)

However, as it was already mentioned above, such kind of stillness and calmness are not typical for Plath's poetry, which she immediately proves by disrupting this peaceful atmosphere and introducing shapes that are rising up from the water. These shapes are the first evidence we have, in the poem, of the water spirits of German mythology known as Nixes. Lorelei is the most famous of the Nixes.

In the fourth stanza, Plath describes how the Nixes are rising from the water with their arms and legs moving in a languorous and laboured fashion.

"Up toward me, troubling the face  
Of quiet. From the nadir  
They rise, their limbs ponderous" (ibid.)

In some versions of the German legend of Lorelei, she feels uncomfortable with her beauty and regrets all the deaths that she has been the cause of. The slow movement of the limbs of the Nixes in Plath's poem is perhaps because of this feeling of guilt and remorse at having caused unnecessary deaths.

In the fifth stanza, Plath compares the hair of the Nixes with sculptured marble. By making this comparison, she acknowledges in a way that they are not real, but supernatural.

"With richness, hair heavier  
Than sculptured marble. They sing  
Of a world more full and clear" (ibid.)

Nixes' song tells her of a world apart from her own, which is "more full and clear". It differs from Plath's own world that is gloomy and confusing.

In the sixth stanza, by calling the Nixes her sisters Plath admits that her life is also unreal to some extent.

"Than can be. Sisters, your song  
Bears a burden too weighty  
For the whorled ear's listening" (ibid.)

She considers their song a burden to the listeners of her own world, for it makes them realize that the kind of life they are living is incomplete and doesn't bring satisfaction.

In the seventh stanza, Plath states that her world is skillfully ruled.

"Here, in a well-steered country,  
Under a balanced ruler.  
Deranging by harmony" (ibid.)

Since the legend of the Nixes is of German origin, this could be a reference to Germany, and to Hitler. As Plath's father was German, she always struggled against the German extermination of Jews during the Holocaust. The fact of her origin troubled her deeply. On the other hand, the "well-steered" country could also be a reference to patriarchy (male dominance). The Nixes' song of freedom would create a conflict in all women of the 60s who were torn between their role as wives and mothers, and their intense desire for financial emancipation by work in the public sphere.

In the eighth stanza, Plath says:

"Beyond the mundane order,  
Your voices lay siege. You lodge  
On the pitched reefs of nightmare," (ibid.)

Her words mean that the voices of the Nixes haunt and take possession of all who hear them. At this late stage she seems to retell the actual legend of Lorelei when she describes how Lorelei would sit on coastal reefs and call out to sailors. Crashing on these reefs was the nightmare of every sailor, but Lorelei assured them with her ethereal song, that such a thing would not happen.

In the ninth stanza, Plath retells how Lorelei's song would signal to unsuspecting sailors that the rock on which she was sitting and singing was a safe place to land.

"Promising sure harborage;  
By day, descant from borders  
Of hebetude, from the ledge" (ibid.)

Lorelei, she says, would sing in the daytime, and when she sang all the lethargy with which she arose from the depths of the water was gone. This shows that singing is the essence of Lorelei, and though she does not want to cause any deaths through her singing, she can't help it.

In the tenth stanza, Plath states that Lorelei's silence is worse than her song. Through her song, she may lead sailors on to the most perilous experiences imaginable, but for a minute at least, she calms their nerves. Her silence, on the other hand, has no such soothing effect and only creates anxiety.

"Also of high windows. Worse  
Even than your maddening  
Song, your silence. At the source" (ibid.)

It is here that we first start to believe that Lorelei may stand for something far more terrifying. In reality it becomes clear that, Lorelei, for Plath, symbolizes death. It is death that lures her, by assuring that all will be peaceful when her life ends. Plath was fascinated with death and her obsession with death is evident in most of her poetry. Even the close examination of her life shows, as it was mentioned above, that she tried to commit suicide at least three times, but eventually made it possible in 1963, two years later after the publication of this poem in 1960.

In the eleventh stanza, Plath suggests that Lorelei's actions derive from where she comes from. Her song is a trap, the result of the fact that she, herself, has been trapped to the black depths of the sea.

"Of your ice-hearted calling --  
Drunkenness of the great depths.  
O river, I see drifting" (ibid.)

In the twelfth and final stanza, Plath says that beneath the shimmering and silvery surface of the river she can see the Nixes whom she calls the "goddesses of peace". It is quite ironic, for indeed their song is peaceful, but it goes on to destroy peaceful lives. Plath ends the poem by asking a stone to take her into the depths of the river.

"Deep in your flux of silver  
Those great goddesses of peace.  
Stone, stone, ferry me down there." (ibid.)

Plath is attracted to the force represented by the underwater sirens ("those great goddesses of peace"). She pictures death as peaceful and desired phenomenon and wishes that she could join the "great goddesses of peace" under the water. Plath addresses the goddesses as "sisters," and begs them, "ferry me down there," revisiting her frequently stated strong desire to kill herself. She is drawn to fall into the water like a heavy stone, hoping that she will finally find peace in death.

As Wilson asserts in his biography of Sylvia Plath: "She described how the Rhine sirens were her 'Own Kin' and indeed she came to see herself as a modern-day Lorelei, a sorceress who had the power to attract men with a flash of her intense eyes, a tortured soul whose only destiny was death by her own hand." (Wilson, 2013, p. 18)

Plath's poetry has often been described as an autobiographical account of her desire for death. Death is the major theme in most of her writings. For Plath death is a reliever which stops the pains, sufferings and the cruelty of life, she views it as the true end for everybody. Thus, for some people, her 1963 suicide was the evidence confirming her morbid obsession. The overwhelming presence of grief and mourning in Sylvia Plath's life had a strong influence on her poetry and darkened the tone of most of her poems.

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**Analysis of Specific Aspects of Educational Process and Internal and External Quality Assurance of Performing Arts Programs (Case Study of Georgian Higher Educational Institutions)**

*Ana Jugeli, National Center for Educational Quality Enhancement*

**Abstract**

The present study aims at identifying the main challenges in relation to the quality assurance and academic process at performing arts education programs, focusing on internal and external quality assurance methods and academic approaches of art higher education institutions operating in Georgia. The aim of this article is to research and identify the nature of the specific aspects of the field, in relation to the performing arts programs, a topic, frequently mentioned in the minutes and conclusions published by the National Center for the Educational Quality Enhancement. Qualitative research methodology was applied to fulfill the outlined research objective. This involved conducting in-depth semi-structured interviews with personnel from the quality assurance and educational process management departments of various artistic higher educational institutions across Georgia. Additionally, academic directors associated with performing arts programs within these institutions were also interviewed. Furthermore, discussions were held with representatives from the Higher Education Quality Assurance Department and the Qualifications Development Department of the National Center for Educational Quality Enhancement in Georgia. Based on the results of the research, it was revealed that performing arts have specificities that were described by respondents and all of them agree that, consideration of these specific aspects requires joint efforts to ensure consistent implementation and sustainable continuity of the educational process

**Keywords:** Higher Education Quality Assurance; Arts, Performing Arts; Internal and External Quality Assurance; Programme Specificity

**1. Introduction**

Art education occupies an important place in Georgian higher education, but it is worth noting the fact that until now there are no studies on the quality assurance of art programs and the management of educational processes. The given study is about the challenge of the education system to evaluate the internal and external quality assurance of the educational programs in the higher education system and the administration of the educational process, which includes performing arts and is implemented in the higher educational institutions of Georgia.

**1.1 Problem and Goal Statement**

The problem of the research is the lack of knowledge in relation to the management of quality assurance processes of higher education at the systemic level in relation to artistic education. For example: the lack of educational specialists at both the system and institutional levels, the lack of personnel with the necessary knowledge and experience for the formation of a culture of quality assurance in education. The purpose of the research is to identify the main challenges in the quality assurance and educational process of performing arts education. This study also aims to gather information that may be useful to future researchers and those interested in quality assurance topics who seek to learn about the specifics of dealing with performing arts programs.

### 1.2 Research Questions

What kind of challenges does quality assurance of performing arts education face in Georgia?

What are the specific aspects of performing arts educational process administration?

### 1.3 Novelty of the research and Theoretical and Practical Value

Based on the topic of the research, its novelty is expressed in the fact that almost no research has been done on this issue, neither at the international level nor specifically in the context of Georgia.

The research has significant theoretical and practical value. From the theoretical point of view, the research will create the experience of analyzing an unknown issue in the context of Georgia. From a practical point of view, the information given in the study will be useful for institutions promoting performing arts educational programs operating in Georgia and other stakeholders involved in the development of the quality of education in making more informed decisions and improving the current situation.

## 2. Literature Review

### 2.1 Ensuring the quality of higher education

The history of education varies with time and place. Along with institutions and educational theories, people slowly evolve to better understand and create order in the world (Kirwan & Zhiyong, 2020). In order to create this order and common values, France, Germany, Italy and Great Britain signed a declaration at the Sorbonne conference in 1998, which later became the basis for the Bologna Declaration of 1999, which was signed by the education ministers of 29 European countries. At the time of the beginning of the Bologna process, there were few higher education institutions in Europe that had a more or less sound system of quality assurance. Along with the Bologna process, quality assurance mechanisms of higher education institutions have been developed (Patel & Deshpande, 2017). Today, almost all higher education institutions that follow the Bologna process have implemented an internal and external quality assurance system. Georgia has joined the Bologna process since 2005 and since then it has implemented a quality assurance

system for higher education. This system is divided into two parts - external and internal quality assurance system, the unity and effective operation of which is aimed at maintaining and raising the quality level in educational institutions.

### 2.1 Performing arts

What is art? How should we understand it? What does art education give us? And what is performing arts? The perception and definition of performing arts has changed over time, at first only theater was associated with this direction, but nowadays cinema, television, music, radio and all performances that went beyond the walls of the theater represent this direction. On the United Nations Educational, Scientific and Cultural Organization (UNESCO) website, the performing arts are defined as – “The performing arts range from vocal and instrumental music, dance and theater to pantomime, sung poetry and beyond. It includes many cultural expressions that reflect human creativity and that are also found, to some extent, in many other areas of intangible cultural heritage” (UNESCO). Like other directions, art education and among them performing arts is distinguished by its specificity. It is in order to identify these specifics and in order to draw a clear picture of the challenges faced by higher educational institutions (in Georgia) that the mentioned research was conducted and the literature analysis of those topics, the knowledge of which is important to understand this issue, was conducted as a forerunner.

### 3. Research Methods and Methodology

Based on the objectives of the research, qualitative methodology is used in the research. As Creswell and Poth (2017) note, the ontological foundation of qualitative research is the subjectivity of reality.

The qualitative research method, literature review was used in the research, through which the previous knowledge and experiences on the research subject were collected and analyzed, the research subject in order to demonstrate the current situation. Along with this, qualitative methods are used in the research: document analysis, which allows for thorough collection and analysis of information contained in different types of documents, and in-depth interview, within the framework of which it is possible to study and analyze in-depth the experiences and attitudes of persons related to the research issue.

#### 3.1 Participants

Considering that the main research issue of this study is performing arts, the respondents of the study were selected from the higher educational institutions that implement performing arts programs, as well as representatives of the National Center for Education Quality Enhancement, the body responsible for the implementation of quality assurance mechanisms of higher education in Georgia.

#### 3.2 Limitations of Study

Considering that the main research issue of this study is performing arts, the respondents of the study were selected from the higher educational institutions that implement performing arts programs, as well as representatives of the National Center for Education Quality Development, the body responsible for the implementation of quality assurance mechanisms of higher education in Georgia.

#### **4. Results and analysis**

The specifics of internal and external quality assurance and curriculum administration of performing arts education programs are evident in the programmatic and institutional accreditation findings provided by NCEQE, MUSIQUE, and EQ-Arts (Eqar Database, n.d.).

As a result of the analysis of the conclusions of the authorization of the higher educational institutions with 4 art profiles on the website of the national center for educational quality enhancement, the following circumstance was highlighted - although there were no specific recommendations or advice given in the artistic direction, the narrative still mentioned the specifics of the artistic field. In the authorization evaluation process, attention is paid to the chosen direction of the universities and their specifics are highlighted, which confirms that the higher educational institutions of the artistic direction have their own specifics, which should be taken into account both in the evaluation by internal and external quality mechanisms, and in the planning and implementation of the educational process.

In terms of internal quality assurance, the respondents interviewed in the scope of the mentioned research highlighted the importance and necessity of introducing a quality culture –

“This task is central to all universities embarking on the path to building a culture of quality, but it is especially difficult for specific arts institutions. Because for honored and recognized artists in their field, who, in addition to being teachers, are also successful artists, it should be explained that the formalization of what they have been doing for years is not a whim, but a concern for the educational process well organized and modern.”

In solving the problems and dilemmas arising in the internal quality assurance mechanisms, the external quality assurance mechanisms and the existence of the sectoral characteristic appeared as a lifeline. External quality assurance awakens a critical point of view within the institution and internal quality assurance becomes much easier to regulate. The representatives of the higher educational institution declared that it is important to take into account the artistic specificity during the administration and that for this it is also very important that such employees who have received an artistic education and understand the specifics of the field worked in the quality development department itself. Because of the specifics of different art directions –

"Higher education institutions that are focused, for example, on music, theater or art, may have a lot in common in terms of quality administration, but on many issues they may not understand each other at all and have different approaches, because their specificities are radically different from each other."

The respondents, who are represented by the department of educational process management, noted that it is important to take into account the specifics of these programs and correctly select both the curriculum and study tables and other details. One of the respondents mentioned, for example, that, unlike other programs, performing arts programs require much more time in the auditorium, because, for example, when the task is to prepare a play, individual rehearsal is not enough and contact with other actors is needed, as well as when a sculptor works on a large scale. For a sculpture, he needs a workshop, and a large area where he will work, and his house will not be suitable for that. Based on all of the above, both the employees of the learning process management department and the program leaders note that, based on these specifics, the auditoriums, classes or workshops on the territory of the university should be constantly available to students and should not be booked for one or two hours, as in the case of other programs, but for five, six And sometimes even eight hours. They also note that performing arts programs are characterized by such specifics as the inevitable need to work with students individually.

It is worth to mention, that heads of the program noted that a number of positive innovations are being introduced both at the law and at the university level. For example, it will soon be possible for students of different levels to rehearse together when it comes to choral vocals, stage mastery or orchestral rehearsals, which was previously not possible due to legislation.

It is also a positive news that in the same fields it will be possible to replace the graded assessment with a verbal assessment (pass/fail), because according to them, there is such a phenomenon in art as the subjective perception of art, which cannot be objectified and broken down into evaluation criteria.

## **5. Conclusion**

Performing arts has a multifaceted area of understanding and that it's perception is individual and, therefore, it is characterized by certain qualities and specificities, which require a different approach and actions defined in time. From the point of view of quality assurance and quality culture planning, it is important to choose the right forms of communication and the right means of information dissemination among the administration of institutions and teachers in the field of performing arts who are artists and may have a negative attitude regarding the regulation of their pedagogical activities. It is important to increase the degree of trust in this direction in order to more effectively develop both the programs and the quality culture in the university space in general. In the direction of ensuring the quality of

education, regarding the current legislation in Georgia the current standards and sectoral characteristics are seen as a supporting resources. Nevertheless, adapting some issues in the authorization standards to their specifics are required.

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**Challenging the Telos of the University?****Third Space Professionals and Critical Social Justice Advocacy in Higher Education**

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**Abstract**

Universities have long been sites of political struggle and contestation, a role that evolved in tension with a more explicit telos, namely the discovery, improvement, and dissemination of truth, knowledge, and beauty, ideas associated with the principles of liberal education in the Enlightenment tradition. Central to the cohesion of these two parts are the intellectual and moral autonomy of students and faculty. In recent years, Canadian university campuses have seen the rise of ideological activism, bringing these roles into conflict. This is an alarming trend that warrants closer scrutiny. The ideology driving this conflict is "... not imposed by totalitarian regimes but spread by activists and abetted by university administrators" (Abbot et al., 2023, p. 9). It blurs the professor's classroom and the halls of administration, supported by 'third space professionals', whose work lies at the intersection of these two spaces (Smith et al., 2021). Although the first signs of this new wave of political activism appeared on North American campuses around 10 years ago, the effect it has on student learning is not well understood. Using data gathered in a mixed-methods study of third space educators at a mid-size Canadian university, this paper denudes a nascent shift in attitudes towards the role of educators in higher education. While third space educators are complicit in a worrying trend that challenges the epistemic growth of students, it finds that (behind closed doors) there remains a principled questioning of claims made by these activists.

**Key words:** Epistemology, social justice, liberal education, teacher activism, third space educators

**1. Introduction**

Academic, cultural, and political institutions in the West began to change in alarming ways about a decade ago, and it is no exaggeration to say that today some are almost unrecognizable today. The year 2014 seems to have been a turning point, when "everything went insane," and we witnessed "an incredible explosion of illiberalism on campus and in the academic [sphere] and the intellectual world" (Ferriss [Host], 2022). Anyone working on a North American university campus around this time will be aware of the sudden emergence of a new way of talking about social justice using arcane language previously restricted to fields like gender studies. Haidt & Lukianoff (2019) capture the early days of this "insanity" when students began to demand "safe spaces" where they could retreat from words or ideas they didn't like and protection from "microaggressions," perceived slights considered "harmful" or "violent" regardless of the intentions of the transgressor. Universities willingly obliged and "bias response teams" were formed to spring into action

when someone's "lived experience" was "invalidated" or to disinvite speakers whose ideas didn't conform with ideological and intellectual orthodoxy on campus. These activists, argues Doyle (2022), are best understood as "the New Puritans, conformists with pretensions of radicalism, crowned with halos of their own making" (p. 88).

Within a couple of years, these once obscure and esoteric ideas spread from universities and burst into the popular imagination. The publication (and widespread success) of books like Robin DiAngelo's (2018) *White Fragility: Why It's So Hard for White People to Talk About Racism* and Ibram X. Kendi's *How to be an Antiracist* (2019) fueled growing hysteria around the Black Lives Matter movement, and the febrile atmosphere of university became intolerably suffocating, hostile to any form of substantive contestation, the hallmark of intellectual and academic life.

Of course, it is students who ultimately pay the price for this. According to Haidt & Lukianoff (2018), just a few years into this crisis it was clear that this new intellectual climate was "...harming students and damaging their prospects of for creating fulfilling lives," interfering with healthy forms of social, emotional, and intellectual development (p. 1). The question at hand becomes: how does this ideology enter the classroom, and in what ways is it damaging them?

## **2. Research Methods**

A mixed methods approach was used to study the disposition of six third space professionals towards Critical Social Justice in higher education. Firstly, a Likert scale questionnaire was used to tentatively identify a general disposition towards social justice in the broadest sense. The same six respondents then participated in semi-structured interviews, where they were encouraged to reflect on how their professional and/or pedagogical practice might offer space for advocacy. Their responses were transcribed and coded, and a thematic analysis of these interviews was used to identify the extent to which explicit social justice advocacy might be taking place in their professional and academic spaces. A thematic analysis (Braun & Clarke, 2006) was selected to interpret these data because as a method (as opposed to a methodology), it is "not tied to any particular theoretical or epistemological perspective" (Maguire & Delahunt, 2017, p. 352), an important consideration when parsing deeply personal, political, and ideological positions.

## **3. Literature Review**

The following literature review will attend to several strands that contextualize these practices and seek to understand the extent to which third space educators position their role as both educators and activists.

Defining Social Justice

Simply defining this term is a fraught task, but at the risk of reductivism it is useful to consider two fundamental conceptions. Urban (2023) offers a useful distinction between “liberal social justice” and “social justice fundamentalism”. The former, he says, describes how, for example, women, ethnic minorities, and various other groups have been marginalized by failures within liberal societies, but that by working together in the spirit of universalism this injustice can be remediated, and society moves closer to the ideals it espouses. The later, informed by postmodern social theory and identity politics, describes society as being divided into oppressors and the oppressed, where every action or utterance is the manifestation of some form of social, economic, political, scientific, linguistic, or moral power. According to proponents of this view, it is a movement that challenges social, political, and economic inequality, guided by a set of theoretical perspectives that contend that socio-economic imbalances are deeply embedded in the fabric of society (structural inequality), providing a theoretical lens to understand and remedy inequality with a focus on race, class, gender, sexuality, and disability (Sensoy & DiAngelo, 2017). According to critics, it is a deeply regressive and authoritarian ideology that centers an essentialist view of group identity, adopts standpoint epistemology (claiming that there are multiple ‘ways of knowing’), and - of particular significance for educators - the belief that ‘lived experience’ (what we used to call anecdotal evidence) takes precedence over empirical inquiry (an instrument of the oppressor class) in the dismantling of invisible power structures in our institutions (Doyle, 2024).

Although Urban’s conception in understanding how one’s conception of social justice might shape our analysis of how it is advanced in educational settings, the intellectual history of “fundamental” social justice is obviously more salient in this present analysis. Monck (2024) traces the origins of a few key concepts that have moved from obscurity to virtual ubiquity in the last decade. His list includes a general skepticism of the possibility of objective truth and positivist ontology (Foucault, 1969), the use of critical discourse analysis for political goals (Said, 1978), in-group/out-group essentialism (Spivak, 1988), disdain for Western democratic societies (Bell, 1995), public policy based on group identities (Bell, 1995), intersectional activism (Crenshaw, 1990), and epistemological standpoint theory (Crenshaw, 1990) (p. 34-35). Critical Race Theory has also played an important role, and in their widely cited introduction to the concept Delgado & Stefancic (2001) describe its intellectual roots in anti-rationalist and anti-enlightenment thought and the need to see standpoint epistemology and subjectivism as the basis of knowledge.

#### The Changing Role of Educators...

The hypothesis of the present study originates in Ajzen’s (1991) theory of planned behaviour, which describes how attitudes, subjective norms, and perceived behavioral control are strong predictors of intentions to enact or embody belief through behaviour. The Social Justice Scale (SJS) (Dean, 2009) measures one’s disposition towards socio-political action in a variety of personal and professional capacities based on one’s personal beliefs about social justice. A

psychometric evaluation of the SJS (Torres-Harding et al., 2012) empirically validates this tool, highlighting the strong correlation between ideological beliefs about social justice and behaviours exhibited to intentionally symbolize these beliefs. In other words, a critical social justice stance is both normative and prescriptive, meaning one it is accepted it must be embodied. This is, of course, of particular concern in the context of education, where until very recently fostering the intellectual and moral autonomy of students was a foundational consideration. The idea of a teacher 'embodying' their personal social ideology in the classroom was once considered anathematic to educators and administrators, prompting spirited calls for 'education not indoctrination'.

In the context of universities, third space professionals are "...staff who are positioned to move beyond academic-administrative binaries – [and work] in the liminal area between these domains" (Smith et al, 2021, p. 505). This work tends to involve collaboration between academic and administrative staff to support institutional initiatives, including the mission to promote equity, diversity, inclusion, and accessibility (EDIA). This task evolved from a noble idea: making universities welcoming to everyone, and ensuring that regardless of their background, everyone could fully participate in every aspect of intellectual life on campus. Although this began as a liberal social justice project decades ago, in the new intellectual climate it has been realigned with the ascendancy of social justice fundamentalism.

#### ... Leading to a Changing Telos of the University

For the purposes of this study, it is clear to see how the ideas advanced in Critical Social Justice are antithetical to the ideals, values, and norms of liberal epistemology. After their spirited defense of free and open inquiry, vigorous discourse, and debate in academia, Abott et al. (2023) describe how identity-based ideologies "seek to replace these core liberal principles... with principles derived from postmodernism and Critical Social Justice (CSJ), which assert that modern science is "racist," "patriarchal," and "colonial," and a tool of oppression rather than a tool to promote human flourishing and global common good" (p. 2). In the past decade, this traducement of Enlightenment values and embrace of social justice fundamentalism has spread (although not confined) to North American universities, not because of its intellectual merit but because of the social and professional prestige conferred upon those who profess fealty to a new regime of bureaucrats hypnotized by this dogma. In an alarming new trend that directly challenges academic freedom, faculty and staff are now often required to provide "DEI statements" describing how their teaching and research explicitly advocate these ideological positions.

All of this is orthogonal to the telos of the university, leading Haidt (2016) to argue that universities must choose one of two guiding principles: truth or social justice. Until recently, these two teloi were complimentary, and we understood justice as being predicated on the discovery of truth. Nowhere is this more elegantly expressed than in the University of Chicago's Kalven Committee Report on the University's Role in Political and Social Action (1967), where the university

is defined as “a community of scholars [which] ...creates discontent with the existing social arrangements and proposes new ones...” through the “... the discovery, improvement, and dissemination of knowledge” (p. 1). The unprecedented progress in advancing liberty, freedom, and equality since the Enlightenment have been made only when guided by truth. The precise role of the university in this contributing to this progress is made clear in the report: “The instrument of dissent and criticism is the individual faculty member or the individual student. The university is the home and sponsor of critics; it is not itself the critic” (Ibid, p. 1). This is the principle that has been violated by universities in the last decade. Truth and (fundamental) social justice have become “two incompatible sacred values” in higher education (Haidt, 2016). Rather than being the home of scholars who may (or may not) express or espouse ideas (including Critical Social Justice), the university has become a place where only these ideas are acceptable. Flanagan (2019) argues this fundamentally undermines the conditions required for communities of scholars to flourish: academic freedom and intellectual diversity. We have lost sight of the academy as the crucible of ideas and reduced it to an ideological training ground for the indoctrination of youth.

#### The Epistemic Problem

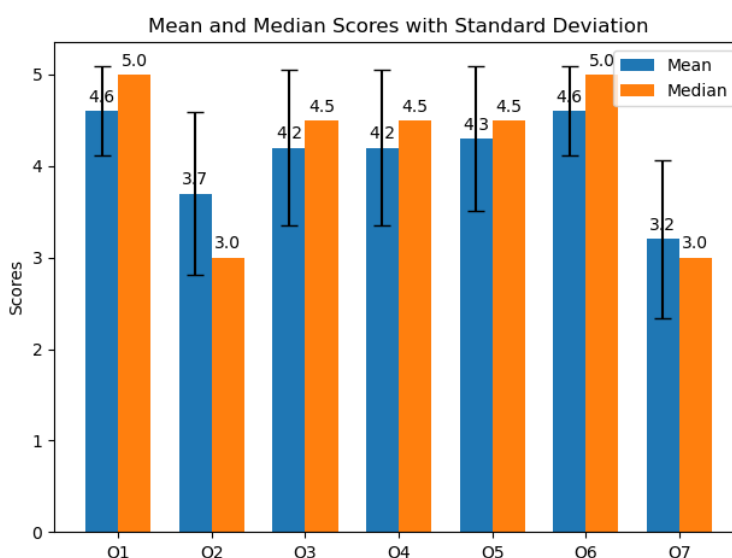
Crooks (2017) observes that the “...literature has been largely silent on the epistemological challenges that new students face in the context of the university classroom,” and argues that instructors must explicitly discuss “a more or less loosely organized set of beliefs and assumptions regarding the nature of knowledge and knowing—a personal epistemology—which comes into play whenever the students are making judgments of truth or falsity, assessing the credibility of a source, or learning something new” (p.4). She proposes that to “find place” in the academic realm, teachers must cultivate an educational practice where they articulate “...not what is known (the facts and theories under discussion), but how [emphasis mine] it is known, and what counts as justification for knowledge. This is to say that educational practice is ‘enacted’ or ‘exhibited’ rather than deliberately set out” (p.3). She concludes that this would be the catalyst for students to evolve their personal epistemological outlook from ‘absolutists’ and ‘relativists’ to an ‘evaluative’ stance on truth claims. As Scheffler argues in *Reason and Teaching*, “critical thought is of the first importance in the conception and organization of educational activities” (p. 1). However, as we have seen, critical thinking, rationality, and evidence-based epistemology have been displaced in our classrooms. Abott et al. (2023) remind us these principles are purportedly “‘racist’, ‘patriarchal’, and ‘colonial’” (p.2). The result is that students, if they don’t acquiesce to this new regime, are intellectually alienated. Haidt & Lukianoff (2018) assert this is deeply harmful to students, it shows that universities are failing in their mission, and we lose sight of the telos of our institutions. “As scholars challenge one another within a community that shares norms of evidence and argumentation and that holds one another accountable for good reasoning, claims get refined, theories gain nuance, and our understanding of truth

advances" (p. 88). A decade ago this idea was obvious; today it must be whispered behind closed doors so as to not arouse the attention of bias response teams.

#### 4. Discussion and Analysis

Mindful of the charged nature of even defining social justice, this study uses an ideological neutral definition from Toowoomba Catholic Education (2006) that leaves room for interpretation and avoids ideological positioning: "promoting a fair and equitable society by challenging perceived justice and valuing diversity" (p. 3). A working assumption is that this definition would capture beliefs about social justice ideals that incorporate (limited) convergence of both liberal and fundamental perspectives. The success of this approach is evidenced by the Likert scale questionnaire, where normative beliefs about this broad conception of social justice among all six participants aligned closely. The questionnaire was answered twice by respondents within the space of 20 minutes. When the standard deviation of each question was calculated, the combined results ranged from 0.49 to 0.87, indicating low variance and close alignment with mean scores. Subsequent analysis of qualitative data revealed highly divergent beliefs about the educational affordances and constraints of enacting social justice beliefs in the classroom, further confirming that these data reveal a disposition to a more neutral conception of social justice, avoiding ideological questions at this stage.

However, as alluded, the semi-structured interviews showed a very different story. A scan of Canadian university websites dedicated to advancing social justice issues resulted in the identification of 40 widely used terms including: equity, diversity, inclusion, accessibility, power, privilege, white supremacy, oppression, empowerment, cultural safety, whiteness, race, barriers, situatedness, safe spaces, queer, trans, lived experience, Western, Eurocentrism, indigeneity, institutional racism, box-checking, morality, invisible power structures, and resistance. The incidence of these terms in the transcripts were coded, and each answer was then thematically categorized into one or more of seven themes: uncertainty, certainty, enthusiasm, skepticism, clarification, caution, and doubt.



Without mentioning how social justice might diverge into liberal or fundamentalist forms, interview discussions very clearly demarcated these two broad views. Four of the interviewees described the moral duty of educators to realize the goals of critical social justice in their classroom practice. This included raising awareness of oppression and institutional racism and centering the voices of the oppressed. These four respondents raised no questions about the possibility of dogmatism or unfalsifiable claims in the social justice movement, nor any form of caution or the need to discuss such goals, only the urgency of realizing them. In each of the seven discussion questions among these four interviewees the thematic tags “certainty” and “enthusiasm” were applicable.

Although the other two agreed that the general goals of social justice (as defined by Twoobminba, 2006) were important, their interviews highlighted the need for caution. One of these interviews was thematically tagged with “clarification” and “uncertainty” and “caution” along with several instances of “enthusiasm”. The final respondent’s answers were tagged exclusively with “caution,” “skepticism,” and “doubt”. Although this respondent didn’t use this terminology, they were a clear attempt to disambiguate liberal and fundamentalist conceptions of social justice, demonstrating a concern for the “pernicious outcomes” and “indefensible” claims for the latter. Interestingly, citing their lack of tenure, this interviewee mentioned that anonymity was the precondition for expressing “dissenting views”.

## 5. Conclusion

This small study reveals that – for now – there are still a few third space educators concerned about the harm being done to our students and our institutions by the march of illiberal ideas on our campuses. While it is clear the principles of liberal social justice remain an important goal, a Trojan Horse has breached the walls of academia, and very few have raised the alarm. But we must be careful about how we respond to this Trojan Horse. Monck (2024) reminds us that these people are not our “enemies”. His description might be a good way to think of social justice advocates and third space professions in our universities too: “good people pushing powerfully bad ideas” (p. 18).

Finally, when we think of this battle – against ideas and not people – we are reminded that we need to reaffirm our commitment to “practices grounded in epistemic humility and the meritocratic, liberal tradition” (Abbott et al. 2023, p. 20). This is the only way we can guide students from epistemic absolutism and relativism. By allowing students to question dogma and the false or unfalsifiable tenets of critical social justice, educators can avoid a moral failure. “An education that does not aim to foster critical thinking fails to treat students with respect, because it fails to acknowledge its duty to enable students to determine for themselves the beliefs and values that will constitute and guide their lives” (Siegel, 2021).



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## **The Function of Pragmatic Markers in The Text of American And Georgian Entertainment Talk Shows**

*Nana Iobishvili, Akaki Tsereteli state university, (GEORGIA)*

### **Abstract**

The presented article deals with the functionality of pragmatic markers in the text of American and Georgian entertainment talk shows. The research is based on the comparative-descriptive method. Three American and three Georgian entertainment talk shows, which are similar to each other, are taken as empirical material. The mentioned topic is quite relevant, to the extent that, in today's political situation, readers of newspapers and other printed media have decreased quantitatively, and listeners have increased for such genres of mass media as entertainment or political talk shows. Pragmatic markers are used by speakers to fill gaps in speech. In entertainment talk show interviews, they dutifully perform various functions. Pragmatic markers have a defining feature; they can be creative entities. They index the context by modifying the existing context and creating a new linguistic or social context. By discussing these and other issues and based on their analysis, we would like to determine what kind of pragmatic markers are found in the texts of American and Georgian entertainment talk shows.

**Keywords:** pragmatic markers; contrastive-analysis; talk show; American talk show; Georgian talk show.

### **1. Introduction**

As one of the exciting and topical topics, the presented article deals with the function of pragmatic markers in the text of American and Georgian entertainment talk shows. Each local culture has its language system, which allows its representatives to interact with each other. Culture is transmitted through language; this ability distinguishes a person from all other living things. TV conversations in the modern media, particularly talk shows, have many viewers. It has a profound impact on the creation and formation of public opinion. The recipient is supplied with acceptable, exemplary, and alleged thinking schemes in different cultures. This form of the program attracts many people with television screens in all countries of the world, so television leaders in Georgia are increasingly interested in this genre. Although television talk shows are created in an institutional environment, talks in such shows are less regulated and more spontaneous than in other interactions usually carried out in the television studio. Television shows are shaped according to the interests of the economy and politics, the interests of the media, and the political interests of the states. TV shows are much more than the commodities and state instruments of cultural nationalism.

### **2. Literature review**

The term "talk show" is used for "audience discussion programs". Interacting in entertainment talk shows shares some of the features of daily conversation that are not in other broadcast conversations. You cannot plan everything in

entertaining talk shows, and interacting often takes on a completely unexpected look. It can be said that it goes out of academic tones and becomes more of a folk conversational style.

The speech act is generally considered a model of linguistic action, which, in turn, can be defined as a modern communication model. Linguistic action is not a reality but a component of a broader given action - a form of expression of intersubjective relations. Modern linguistics is communicative linguistics, the core of which is linguistic pragmatics on the one hand and text linguistics on the other. Thus, within the framework of the modern communicative paradigm, research is conducted in the pragmatic aspect of the text as the highest linguistic sign; that is, the pragmatics of the text are at the forefront. Despite the many definitions of pragmatics, they all share one thing: pragmatics studies the speaker's relationship to language. Thus, a communication or speech act is essential for pragmatics. No matter which aspect of the pragmatic dimension becomes the object of analysis, the determining factor will still be the communicative aspect. Each specific act of communication contains a pragmatic relation directed to the partner participating in this act. It is calculated for the actual, specific addressee or the linguistic experience of the potential addressee collective model and the stock of appropriate knowledge against the background of which the understanding of the received message should be feasible (Chokhonelidze, 2014:19).

Conversation (speech act) includes many small words like, well, you know, I mean, sort of, which are referred to as pragmatic markers.

Pragmatic markers have an important function in everyday conversations. Pragmatic expressions help us to perform spontaneous speech smoothly and effectively and perform the difficult task of interaction (Crystal 1988: 48).

Pragmatic markers are used to fill the emptiness in speech. In entertaining talk show interviews, they obediently perform various functions. Pragmatic markers have a defining feature; they can be creative units. They indicate the context by changing the existing context and creating a new linguistic or social context. Speakers may use pragmatic markers to signal to the interlocutor that they are about to move on to another topic, a new stage in a debate, or the end of a classroom lesson. In interaction, pragmatic markers create a structure of topics, which are good indicators of the importance of context. Pragmatic markers appear as a transition in discourse, as listeners need to know that the speaker takes a new role in a conversation.

Pragmatic markers or "Small Words" play a crucial role in maintaining the coherence of our speech and the relationship between speakers and listeners. They sometimes coincide with routine speech acts, such as thank you, used as a pragmatic marker to end a conversation. Moreover, although hesitation is not expressed in words, it can function as a pragmatic marker, such as - uh, um. They do not belong to content (semantics) but rather to pragmatics because they make it easier for the listener to understand the utterance by indicating how appropriate the utterance is to this context. R. Carter and M. McCarthy believe that pragmatic markers are a functional class that works outside the sentence's structure and encrypts the speaker's intentions and interpersonal meaning (Carter and McCartney 2006: 201).

Consequently, pragmatic markers are not within syntax and semantics. They create consciousness in the context in which speech occurs.

The types of pragmatic markers are not always clear. R. Carter and M. McCarthy identify two pragmatic markers that usually appear in informal conversations (Carter and McCarthy 2005: 208).

The first type is called separate words – “As, Anyway, Because, Good, Great, Like, Oh, Well, Right, So, Wow and Now”. The second type of pragmatic markers are called phrasal or expression elements such as “You know, I mean, As I say, For a start and mind you”. According to B. Gonzalez, the “well” is found in an adjacency question-answer pair (Gonzalez 2004:134-5).

The framework feature of “well” exists in an internal assessment, which does not confirm the expected. “Well” has an essential structural role, so it is found either in the first sentence, the expression, or between the units of both discourses. In addition, “Well” also indicates the addition, specification, conclusion, external or internal comment (external and internal evaluation), direct conversation, and change of topic (Gonzalez 2004:136).

Also, “Well” expresses the speaker's turn and some hesitation. Lexical unit - “You Know” involves the conversation participants in a closer connection. “I mean”, “Just” and “You Know” are part of a vocabulary that establishes solidarity and relationships between peers. Expressions such as “Like” and “sort of the” are functioning as a change of function and mitigation. For example:

Guest: “And then you go on television. I had never been in front of the camera before. So it was like, what are you supposed to do? You know, and people say, like, you do less, or you do nothing”...

Host: “Let's see what happens if James Dean enters the room.”

Guest: “Well, James Dean looked like he had a pole up his ...” [Laughter]

Host: “Did you know when you were doing it? Like, “Oh, this I'm hitting it out of the park here.”

Guest: “Oh, no. No”

Host: “Really?”

Guest: “Yeah”

Host: “Wow” (Jimmy Fallon – 07/05/22).

“Then” is used to complete the idea between speakers. The situation shows this point between the speakers. “So” is used to show some reason before asking a question. “You Know” is used to create a common background in this context. It always functions so and is sometimes used to establish something new. “Like” is used to complete a specific context of speech. “Well” is always used in response and simultaneously to start a new idea. “Oh” is used as a reciprocal sign (response token). It is mainly used as feedback for the speaker. “Wow” is another reciprocal sign (response token) to show surprise. For example:

Guest: “The show didn't end three years ago. It ended a year and a half ago. One year ago. But I miss it, so I don't think about bad things.

Host: "Oh. You miss me, so you don't think about bad things."

Guest: "I miss you, but I miss Modern Family more."

Host: "Well, I miss you and am glad to see you. Thank you for being here."

Guest: "No, thank you. Thank you for having me..."

Host: "And it's frustrating because I feed them too. I do things, you know."

Guest: "So what I was thinking then maybe I need to get another dog, but it could happen that the next dog could fall in love with him and not with me."

Host: "Well then, what were you doing? You're not working at an office. I mean, what are you, what are you doing?"

Guest: "I don't know. I don't know. I was doing something, but I don't really know" (Ellen Degeneres – 03/06/21).

"Oh" is one of the reciprocal signs (response token) that indicates the back channel or as a reaction to something as used in this context. "Well" is used by a host or a guest to show a new turn. At such a time, it always comes in an initial state, as shown in the example. "You Know" is used to create a closeness or association between speakers. "So" has a function to complete or build the concept of the starting point of the agreement between the speakers. "Then" adds another issue or topic to the context. "I mean" functions in the context of explaining something or the main opinion of the topic. Example:

Guest: "...and I said to the headmistress this is for you put twenty thousand dollars cash in her hand and I never gambled again because it would ruin the magic of that night."

Host: "Never gamble again? wow'."

Guest: "so I"

Host: "well"

Guest: "I, I ended it on a win."

Host: "that's incredible"

Guest: "... My manager at the time got a phone call saying, oh, I've got a two-headed snake that I found in Northridge. I think your client Nick Cage would be interested, and I won't mention how much it costs" (Jimmy Kimmel – 21/04/22).

"Wow" is one of the reciprocal signs (response token) that functions for a surprise or some unbelievable indication.

"So" has a function to indicate what was mentioned before. "Well" is used in response. It is also used as a new topic.

"Oh" is used as a reaction to something surprising. "I think" is another way of expressing the idea to fill the speech.

Example:

Guest: "How I like the program and the name. I think the word "U ruskesi" will be something you know. How are you in the mood? And U ruskesi. What are you doing? I am Uruskesi. How are you? U ruskesi. U ruskesi for everything."

Host: "What a good thing to visit me, how beautiful you are, what kind of glitter you are, you are all glittering everywhere" ("U ruskesi Show - 31/01/22).

Host: "Here's a wonderful version, the mood is good, then let's get started. So the song "Today I Sing for the First Time" is a legendary song ... "

Guest: "Oh"

Host: "Which has endured everything. Although many years have passed, this was one of the main reasons for Mrs. Manana and Mr. David, so we wanted you to be in the duet today to visit me. However, you have a duet with many people, including Temur Rtskhiladze, but not with our friends.

Guest: "Yes"

Host: "This song is performed by Mrs. Manana with Mr. David" (Giorgi Gabunia's Show - 21/05/22).

Host: "My dear, how are you?"

Guest: "Thank you well. Hopefully, you are well." "

Host: "Very well"

Guest: "Oh"

Host: "When you come to me, you just tell me that here's your zodiac. Is the planet's layout now gone well? It went into, it came, and told me where I was and where I was and with whom?"

Guest: "Aquarius has been in your zodiac for a year, my dear. The ruling planet of victory, which we know under Jupiter, is the flannel of kings so that this year will be very successful for you ..." (Only with Lela - 16/04/21).

## Conclusion

Based on the empirical material of American and Georgian entertainment talk shows, I would like to conclude that individual lexical units are more used in both American and Georgian entertainment talk shows in ordinary conversational words than phrase elements. Participants of entertaining talk shows subconsciously and in the correct context use these lexical units for various purposes. Specifically, for what purposes, we have separately explained in the abovementioned examples from the texts of both American and Georgian entertainment talk shows. Using a single word is much more desirable than phrases, as they have a variety of functions that help the speakers correct and change their speech. As a result, pragmatic markers are gap fillers. They illuminate the speaker's utterance and make any speech more understandable. In addition, participants of the entertainment talk shows use them to prevent a pause, which is often the case during the interview. As we observed the empirical materials, we find gap fillers in more American entertainment talk shows than in Georgian ones. The latter can be considered one of the distinctive signs among them.

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### **Integrating ChatGPT in Teaching: Practical Considerations**

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#### **Abstract**

A significant increase in Artificial Intelligence (AI) in education has profoundly transformed teaching practices. AI tools like OpenAI's ChatGPT have introduced novel teaching approaches, highlighting the importance of creating personalized learning resources. The integration of ChatGPT into teaching also accelerated the digitalization process and emphasized the significance of teaching in the age of AI, where technology shapes educational practices. Incorporating such technology has offered several advantages that align with contemporary pedagogical trends. The present paper aims to review ChatGPT's use in teaching and appraise its functionalities. It outlines AI's usefulness in material creation by offering more inclusive opportunities for students. The article draws on practical considerations of incorporating ChatGPT effectively in the teaching and learning process. It also discusses the potential limitations of using ChatGPT in educational processes.

**Keywords:** ChatGPT, Artificial Intelligence, AI, Technology, Digital Era.

#### **Introduction**

Digital platforms have transformed the educational system and contributed to technologically enhanced environments. Unlike in previous decades, teachers were given more opportunities to use Virtual Reality (VR), Augmented Reality (AR), or Artificial Intelligence (AI) at their disposal (Delgado et al., 2020). In particular, AI has gained significant importance due to the accelerated need to incorporate technology into teaching triggered by globalization and the urgency to facilitate human work.

Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, especially computer systems. It is defined as "computer systems that have been designed to interact with the world through capabilities (for example, visual perception and speech recognition) and intelligent behaviors (for example, assessing the available information and then taking the most sensible action to achieve a stated goal) that we would think of as essentially human" (Luckin et al. 2016, p. 14). Its use dates back to earlier days of AI with systems like ELIZA and SHRDLU designed to mimic human-like conversation resembling being a psychotherapist (Koraishi, 2023).

Recently, AI has gained popularity as a crucial computational creativity due to its implementation in digital platforms. AI has the functionality to filter knowledge and develop "intelligent" content that can be similar to the human brain. In other words, Artificial Intelligence, also called Machine Intelligence, represents the intelligence projected by machines and mirrors the natural cognitive abilities demonstrated by humans (Mehrotra, 2019; Karsenti, 2019). Mehrotra (2019) argues that the key to AI lies in intelligence that thinks and behaves like a human. The terms "Artificial" and "Intelligence"

denote simulated and unreal “intelligence” that can be used in replacement of genuine items (Fitria, 2021). The latter carries complexities since “intelligence” can be expressed in several forms, such as critical thinking, knowledge sharing, emotional intelligence, consciousness, and creativity. Thus, IA has been designed to demonstrate human-like capabilities and exhibit characteristics of human thought processes (Campesato, 2020; Joshi, 2019).

One of the forms of AI is ChatGPT, which has recently been broadly used in teaching and learning processes. It is a web-based language app that can sort textual data, generate content, and input as a response to some prompts. The latter can be processed and tailored to adapt responses according to the user's language proficiency level and familiarity with the content. ChatGPT's functions go beyond just displaying human-like intelligence. Its capabilities extend and can be further used to create a novel, poem, or short story (Fitria, 2021).

Many research studies highlight the benefits of using ChatGPT in education. It is thought that ChatGPT supports the instructional process and strengthens students' literacy skills (UNESCO, 2023). Living in the era of digital technology, there is much emphasis on acquiring computer literacy. AI is believed to define computer literacies and facilitate the interaction of humans with machines (Kohnke, Moorhouse & Zou, 2023). To keep up with accelerated technological advancements, students will need to adapt to the pace of developing their digital skills. This will enhance their digital abilities and prepare them for the future that is yet unknown in the era of digitalization (Fitria, 2021).

In recent months, ChatGPT has paved the way for teaching English. It has simplified teaching by mitigating the burden of material design. It has also assisted teachers with material development and other consent-related tasks. ChatGPT made teaching easy and efficient (Kukulska-Hulme & Shield, 2008). It is also thought that ChatGPT has improved English language skills in several ways (Fitria, 2021). It created a potential threat to replace teachers in the classroom (Shin, 2018). ChatGPT has massively entered the teaching and learning process and offered a unique opportunity to provide AI-facilitated language instruction.

In light of the novelty mentioned above, the paper aims to investigate the implications of ChatGPT in education and its practical considerations concerning material development and assessment. It also discusses the potential limitations of using the app in the teaching and learning process. By examining these areas, the article aims to provide practical recommendations for using ChatGPT as a valuable tool in education as well as minimizing drawbacks teachers may encounter.

### **Literature review**

#### **Benefits of using ChatGPT in the classroom**

The emerging body of literature has examined the promising uses of ChatGPT in education. One of the benefits of ChatGPT is that it serves as a personal tutor, providing answers to students and assisting them with summarizing essential information (Kostka & Toncelli, 2023). In other words, students can get personalized feedback based on their learning needs. The research study confirms that the responses generated by ChatGPT can help students improve their performance, resulting in improved learning outcomes. Functioning as a personal tutor further enables teachers to

focus on real-world problems and practical activities through collaboration in the classroom (Supiano, 2023). Koehler (2023) argues that by introducing ChatGPT, teachers attempt to re-align new experiences of students to the use of AI, as recommended by the U.S. Department of Education (Kostka & Toncelli, 2023). Furthermore, ChatGPT can be an interactive learning experience, enabling students to interact with a virtual tutor.

Some scholars have proposed ways of leveraging ChatGPT to develop English as a Foreign language vocabulary skills, writing, and assessment (Warner, 2023; Weissman, 2023). Dos Santos et al. (2023) claim that ChatGPT can assist L2 writing instruction. It can guide a writing process and provide students with feedback and customized learning experiences. ChatGPT can function as an editor and correct grammar, spelling, and punctuation. It enables students to learn from their mistakes and improve their writing skills. If ChatGPT can be trained to grade students' essays, teachers will focus more on other teaching aspects. The study conducted by Kim, Park, and Lee (2019) confirmed that the essays marked by ChatGPT were accurate, with a correlation of 0.86 with human grades. This indicates that ChatGPT could be trained to identify key features of an essay and provide accurate feedback similar to the teachers.

Another vital aspect of ChatGPT is its ability to function as a translator. ChatGPT can provide word translations and translate educational materials into many different languages, making this latter accessible to all (Baidoo-Anu & Ansah, 2023). Johnson et al. (2016) state that ChatGPT can accurately translate from one language into another and provide state-of-the-art results. ChatGPT can be used to help students write a letter to a pen pal in another language. Using ChatGPT seems like having a personal translator free of charge.

Sharma and Yadav (2022) report that ChatGPT can facilitate vocabulary acquisition by customizing student wordlists. It can quickly generate a list of words and definitions as well as example sentences, which can significantly help students understand words in context. ChatGPT can also suggest synonyms and antonyms for words, broadening students' vocabulary and understanding of word relationships. Moreover, students can engage in vocabulary quizzes with ChatGPT to make learning fun and interesting.

ChatGPT can also be utilized to assist students with reading comprehension. Sharma and Yadav (2022) propose that ChatGPT can formulate questions based on a passage. These questions can help students understand the text better and remember what they have read. Moreover, ChatGPT can help students summarize the main points and consolidate their understanding. It can also help students clarify any unfamiliar word or phrase within the text and grasp their meanings in a passage. ChatGPT can also generate discussion prompts and encourage students to converse about reading and develop critical thinking and deeper analysis.

All the benefits mentioned above suggest that ChatGPT can create an adaptive learning environment and tailor the learning experience to the needs of learners through personalized feedback and materials creation (Yang et al., 2013; Huang & Shiu, 2012). The latter can be defined as a system that adjusts teaching methods based on students' performances, progress, and requirements. Brown et al. (2020) argue that this educational method is based on computer algorithms and artificial intelligence to provide personalized resources and create adaptive learning activities. Baidoo-

Anu and Ansah (2023) also claim that adaptive learning systems can provide adequate support and improve assessment results. The study conducted by the researchers demonstrated that such a model helped understand students' knowledge and adjust the difficulty level accordingly.

### **Challenges of using ChatGPT in education**

It is indisputable that ChatGPT challenges ethical considerations in higher education, and not only. One of the significant issues is bias and fairness since ChatGPT's responses are generated based on patterns in its training data. It is likely that if the latter contains biases, the content generated will also be affected. For example, if training data includes information on specific demographics, ChatGPT may prioritize those biases in its responses (Baidoo-Anu & Ansah, 2023).

Another challenge of using ChatGPT is accepting AI-generated feedback rather than teacher feedback. Since training data is not the product of social collaboration and interaction, ChatGPT may provide irrelevant feedback. It may not fully understand a student's work context, resulting in generic feedback. What is more, ChatGPT lacks human instructors' creativity and insight. Therefore, it may lead to formulaic feedback and a lack of deeper insight (Baidoo-Anu & Ansah, 2023).

Sharma and Yadav (2022) claim that there have been numerous cases in which ChatGPT has offered insecure responses. Some responses can be incorrect and untrustworthy. This challenge becomes particularly apparent when ChatGPT encounters sensitive or complex topics on which its responses often lack accuracy. Users may find it disappointing to rely on ChatGPT for accurate information or guidance, leading to questioning its usefulness and effectiveness.

### **Practical considerations for using ChatGPT in education**

It has not been long since ChatGPT entered the field of education, but it has undoubtedly revolutionized the system. It has pushed educational boundaries and initiated a paradigm shift in teaching. Many teachers have reported the potential implications of using ChatGPT in teaching. Some have already started integrating it into their activities, such as assessment, teaching, research, etc. Several studies have also identified the use of ChatGPT in teaching. The following are some of the practical considerations for using the platform in teaching:

**Multiple-choice questions.** Educators widely use multiple-choice questions (MCQs) since they facilitate formative and summative assessment processes. This type of assessment can also measure a range of cognitive abilities, such as recalling, comprehension, and analysis. ChatGPT can generate text with multiple-choice questions and provide explanations for the answers. It can create a resource within minutes if given a question prompt. It can further analyze key concepts, keywords, and potential answer choices and help students understand the structure of the question. Teachers can use the ChatGPT responses to create practical quizzes with multiple-choice questions, allowing students to test their knowledge. The response can be used with other platforms like Google Forms or Zengengo to make interactive, online-based quizzes.

Presentation slide: PowerPoint slides are one of the most essential components of teaching, and most educators use them. They provide a structured way of information delivery and can act as an interactive tool in the classroom. Even though ChatGPT cannot provide images or videos, it can generate text that can be used to make slides. As soon as a proper prompt is given, ChatGPT provides bulleted information that is ready to be used on slides.

Vocabulary acquisition: ChatGPT can be utilized for vocabulary learning in many ways. Teachers often provide a word list that lists targeted words and explanations. Previously, teachers would use a dictionary to enable students to find the meaning of unfamiliar words. ChatGPT provides easy access to dictionary entries and definitions of new words. Once prompted, the platform can generate a wordlist with definitions and examples that can be turned into a handout within seconds. Example sentences accompanying target words can illustrate their use in different contexts. If promoted further, ChatGPT can create interactive vocabulary games and quizzes to make learning more engaging and enjoyable. Furthermore, ChatGPT can generate contexts using target words, helping students grasp their meanings through real-world examples.

Essay-type questions: Essays are an essential part of teaching. It helps students enhance their critical thinking skills and demonstrate their understanding of the issue (Mondal et al., 2023). ChatGPT enables the formulation of essay questions when the teacher has limited time. It can be promoted to make short essay questions on any topic discussed in class.

Lesson plan: Lesson plans are an essential component in any academic situation. They help the teacher structure his/her lesson and organize ideas. Lesson plans contribute to effective time management and the improvement of the quality of teaching. ChatGPT can help teachers generate lesson plans that include all components such as objectives, lesson procedure, assessment methods, materials, and extension activities.

Customized content: Customized materials enable the teacher to create a positive learning experience and provide a tailored experience. A customized learning context enhances students' engagement and boosts classroom dynamics. ChatGPT enables teachers to create personalized activities to tailor to students' individual needs, difficulty levels, and lesson content. It can enable teachers to identify areas where students are struggling and provide targeted practice through explanations or supplementary exercises.

Feedback and assessment: Teachers can utilize ChatGPT to provide timely and constructive feedback on student assignments, essays, or projects. It can assist in identifying areas of improvement and offering suggestions for further development.

### **Conclusion**

Even though ChatGPT is still an undeveloped teaching area with several limitations, it undeniably revolutionizes the current education system. Some schools have banned the use of ChatGPT, while others are working on IA-generated text detection tools to avoid plagiarism issues. Still, ChatGPT is rapidly changing educational practices by implementing digital changes. It takes no time for educational institutions to rethink their educational practices and implement using ChatGPT in education. One area that has gained more attention is material development and assessment. It is too early

to say that educators will soon shift towards AI assessment. A wide range of literature has demonstrated that teachers have limited capacity and skill to provide quality assessment; therefore, a move towards integration seems essential. However, till then, ChatGPT's capacity to provide customized materials has proved helpful and invaluable. Educators should utilize this digital resource to update their teaching practices and cater to individual students' needs and abilities.

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**Studying with AI: Students' Use of ChatGPT in Higher Education**

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**Abstract**

Today, the educational discourse is closely tied to the concept of technological advancement that the 21st century is commonly associated with. The application of different types of online resources, virtual campus, software, etc., in the teaching-learning process by both educators and students has become an inseparable part of the global educational space that strives to maximally make the most of the technology to keep up with the fast-changing requirements of the modern labor market.

As the most recent AI-generated technological phenomenon, ChatGPT has been rapidly gaining popularity among students of different Higher Education institutions globally, and they report utilizing the tool for multiple purposes while studying (Appleby, 2023). It is also vital to look deeper into the real-time context in Georgia and investigate the students' perspectives and rationale for using it on the other side of the spectrum.

Therefore, the paper reports and explores the study conducted among 74 Ivane Javakhishvili Tbilisi State University, Georgia undergraduate students to investigate their use of ChatGPT in the educational process between 2022 and 2024 to customize their learning experiences.

As the results imply, the reasonable use of AI in education can contribute to promoting digital literacy in education while using it uncontrollably might potentially hinder the development of learner autonomy in an unfamiliar educational setting. Therefore, the research findings will provide educators with useful food for thought at its initial stage to assist the compliance of the educational system with the newly emerged technological challenges such as ChatGPT and its adjustment to new teacher-learner needs.

**Keywords:** ChatGPT, AI in higher education, teacher-learner needs

**1.Introduction**

With the rapid advancement of technology, artificial intelligence (AI) has significantly impacted various sectors, and education is no exception. One of the emerging AI tools that can be employed for educational purposes is ChatGPT (Generative Pre-Trained Transformer). ChatGPT is an AI chatbot introduced by OpenAI, an American AI company. ChatGPT users have reached over one million just a week after its launch on November 30, 2022 (Mollman, 2022). At present, there are three versions of ChatGPT: ChatGPT (a free version), ChatGPT Plus (a premium version), and GPT-4 (an upgraded version) (Schonberger, 2023).

ChatGPT can perform diverse functions, such as writing emails, stories, papers, etc. In the educational sphere, ChatGPT is not used solely for designing assessments, producing essays, and translating languages; it also enables users to pose and answer various questions, summarize texts, and interact with them like peers (Sok, 2023).

Although educators worldwide have initiated studies focusing on the use of AI in higher education and emphasizing key ethical concerns (Kasneci et al., 2023), there is still limited research on the application of ChatGPT in higher educational institutions in Georgia. Therefore, the study would provide valuable insight into the ethical boundaries of using AI for various purposes. Correspondingly, the paper will a) investigate and observe the frequency of using ChatGPT for different purposes by Georgian students, their opinion of the tool within the context of academic honesty, and the teachers' role in this process; b) investigate and reflect on the underlying reasons they report for using the AI tool and lastly, c) contribute to the existing discussion on the ways of effectively and appropriately handling it and supporting the process of fulfilling the promise to "enhance learning and reduce teacher workload" (Cambridge University, 2023).

## **2.Methodology**

Initially, a quantitative research methodology was used to collect the empirical data for the present study, specifically through survey questionnaires; however, qualitative research was also incorporated during the data analysis stage, as the study aims to provide not only the numerical data but also highlight the hypothesized relations between different variables and patterns.

The survey consisted of 10 questions, most of which were multiple-choice, and the provided options had been carefully determined according to the research needs.

The survey questionnaire was prepared in Google Form and later circulated among the target groups, which included undergraduate students (majors: English Philology, Georgian Philology, American Studies, Arabic Studies, Psychology, Philosophy, Chemistry, History, Visual Arts, Law, Economics) of Tbilisi State University who had enrolled in the state university based on the unified NAEC (National Assessment and Examination Centre) exam within the years 2020-2023. The respondents were informed in advance that this was an anonymous survey in which their privacy would be preserved. Correspondingly, they were encouraged to provide honest answers.

The targeted population was about 681, and the sample comprised 74 participants. The questionnaire was distributed among the groups of students online from January through February 2024.

## **3.Limitation**

Using a survey questionnaire as a data-collection tool allows researchers to gather empirical data solely based on the respondents' answers. Although students were informed beforehand that the survey was anonymous, there remains a possibility that some may not have responded truthfully due to feeling unsafe while answering. Additionally, only 74 students completed the questionnaire, which may not accurately represent the broader situation. Moreover, the questionnaire was in English, which could have posed a language barrier for some participants.

Despite these limitations, our study offers valuable insights into general trends that could lead to more systematic research in the future.

#### 4. Results and analysis

74 TSU students completed the survey questionnaire. The study initially tried to identify the respondents' demographic profile (year of study, gender, GPA). The data in Tables 1 and 2 and Figure 1 below show the demographic characteristics of the participants.

The students who participated in the survey represented all four academic years more or less evenly. Out of 74 students engaged in the survey, 14.9% (n=11) were freshmen, 25.7% (n=19) sophomores, 33.8% (n=25) juniors and 25.7% (n=19) seniors (Table 1).

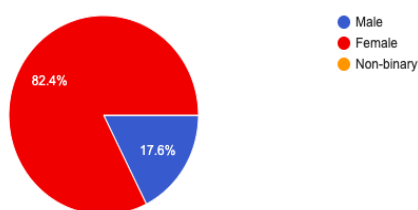
Table 1. Participants' year of study

Year of Study	Number	Percentage %
First-year	11	14.9
Second year	19	25.7
Third year	25	33.8
Fourth-year	19	25.7

In addition, the majority of the respondents (82.4%, n=61) were female and 17.6% (n=13) - male. The demographic profile of the students can be found in Figure 1.

Figure 1: Respondents' Gender

74 responses



Even though the survey was distributed among students of various majors, the majority of respondents were English philology students, and females dominated.

The questionnaire also asked them to reflect on their academic performance. The majority of the respondents (47.2%, n=34) had a good GPA (above 3), 40.2% (n=29) had an average, and only a minimal number (2.8%, n=2) had a GPA below 2. Seven respondents (9.8) have not answered this question.

Table 2. Participants' GPA

GPA	Number	Percentage
Above 3	34	47.2
2-3	29	40.2
Below 2	2	2.8
Has not specified	7	9.8

After identifying the demographic profile of the respondents, the students were asked to reflect on whether they were familiar with ChatGPT and whether they had ever used the tool. The majority of the respondents (94.6%, n=70; 70.3%, n=52) provided a positive answer to both questions. Only a tiny percent 5.4 (n=4) has not heard about ChatGPT, and 24.3% (n=18) have not used ChatGPT so far, and for a minor part (5.4%; n=4), the question was not applicable (Figures 2 and 3).

74 responses

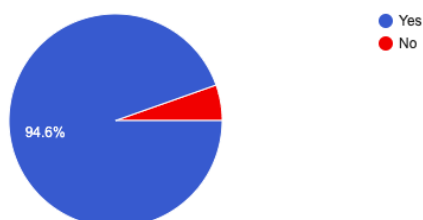


Figure 2: Being familiar with ChatGPT

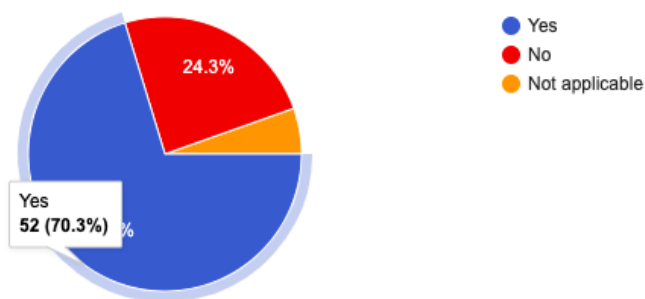


Figure 3. Having Used ChatGPT

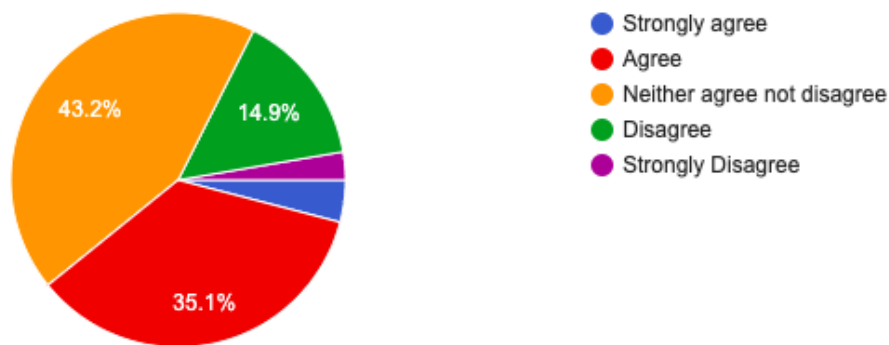
The data analysis has revealed that almost all respondents (95.8%, n=69) (students of various demographic characteristics) were familiar with ChatGPT and have attempted to use it (70.8%, n=51). This suggests they know and attempt to use technological advancement irrespective of their background.

In addition, the study revealed that most students used ChatGPT irrespective of gender. Notably, a recent study shows that 69.5% of AI users are men, and only 30.5% are women (Koetsier, 2023). As stated above, an equal number of males and females were not engaged in the survey; therefore, no significant implication can be made. However, this might suggest that the numbers and percentages could be slightly higher if the respondents represented the gender equally. It is noteworthy that the students engaged in the study had either a high or average GPA (87.4%, n=63). In this case, a higher GPA cannot be regarded as a direct indication that ChatGPT enhances students' knowledge and skills; instead, they might have managed to trick their instructors and the grading system.

Even though the students are not reluctant to use ChatGPT for various tasks, the survey showed that most of them consider the action as some form of academic dishonesty. The data in the pie chart below (Figure 4) illustrates the obtained results. The majority of the respondents (43.2%, n=32) have not decided yet whether to consider the use of ChatGPT as academic dishonesty or not; 35.1% (n=26) it is academic dishonesty, and 14.9 % (n=11) disagree with the statement. Eventually, only a minor part strongly agreed (4.1, n=3) and strongly disagreed (2.7, n=2) with the statement.

Figure 4. Using ChatGPT Is Academic Dishonesty

74 responses



Of the 26 respondents who considered using ChatGPT as academic dishonesty, 16 students (65.5%) still use ChatGPT, and only 10 students (34.5%) stated that they are not using it.

Furthermore, the study tried to identify the most reported ethical issues of using ChatGPT. The survey revealed four main directions: cheating and plagiarism, over-dependence, inaccuracy, and hindering personal development (Table 3).

Table 3. Ethical issues with using ChatGPT

Cheating and plagiarism	Overdependence;	Inaccuracy	Hindering personal development
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Plagiarism, I think, is very unethical;  
Person's dependence on it;  
It may generate information that is inaccurate or outdated, which could contribute to the spread of misinformation;  
People can stop working on themselves and even stop thinking;

Lie and give someone's (ChatGPT) work as yours;  
It could be addictive for most of the students.  
It does not provide all the information.  
No one will study and use it to do their homework.

Some students use ChatGPT and still get credit;

It makes our work more dishonest;

Probably plagiarism;

Privacy violations, copyright infringement, cheating;

Dishonesty and lying to oneself;

Unfair to receive good feedback from the teacher or professor when half of your work is not done by you;

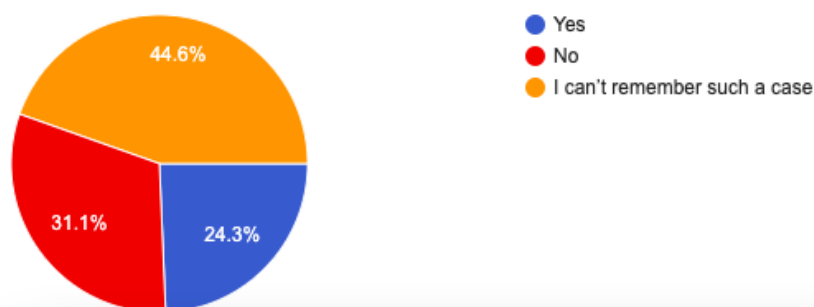
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Moreover, the survey tried to identify whether the instructors emphasized using ChatGPT while discussing academic dishonesty at any class stage. The major part, 33 students (44. 6%) do not remember such a case, 23 students (31.1%) admitted that their instructors have not mentioned it, and 18 students (24.3%) remember the issue being discussed (Figure 5).

Figure 5. Instructors mentioning ChatGPT



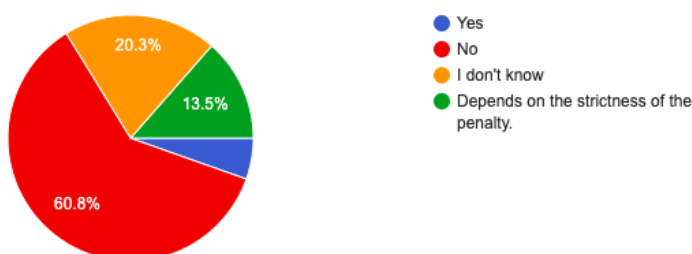
74 responses



Moreover, they had to reflect on whether they would use ChatGPT if the instructor banned it. A vast number of students (60.8%, n=45) stated that they would not. 15 students (20.3%) do not know how they will act, 10 students (13.5%) imply that it depends on the strictness of the penalty, and only 4 students out of the surveyed 74 (5.4%) think that they will still use it no matter what the penalty is (Figure 6)

Figure 6. Using ChatGPT if an instructor banned it

74 responses



Out of 44 participants who regularly use ChatGPT to boost their performance, 33(75%) students claim that their instructors either have not mentioned ChatGPT's noncompliance with the ethical standards of academia or have not accentuated the point appropriately.

In 55 (76%) cases, the instructors have not mentioned or highlighted any ethical implications of using such a tool for different purposes. The majority of students (62.5%, n=45) are ready to stop using it if the university formally bans its use.

In addition, the study attempted to identify the underlying reasons for students' addressing ChatGPT. The analysis of the obtained data has revealed that the respondents use ChatGPT for the following reasons: to obtain information, to check information, just out of curiosity, to elicit explanation, to get ideas, to save time, and to summarize texts (Table 4).

Table 4. Why Students Use ChatGPT

To obtain information	<p>There was not enough information about the topic on the internet, so I had to use;</p> <p>I could not find information about the topic, so I asked ChatGPT to provide me;</p> <p>I wanted additional information about my assignment;</p> <p>To gain more information,</p> <p>I have asked for some general facts in which I was interested;</p> <p>I used it to gain some information that I needed for some presentations at the university;</p> <p>To obtain new information;</p> <p>To find answers to my questions about any theme;</p> <p>Provides information about everything;</p>
To check information	<p>Mainly to check my answers;</p> <p>I use it to correct my mistakes and also ask questions about some topics;</p> <p>To check some unclear information,</p> <p>I am using it as a grammar and spelling checker.</p>
Out of Curiosity	<p>Because of curiosity,</p> <p>I was interested in how it worked;</p> <p>My friend would not stop telling me to try it;</p> <p>I was just curious;</p>
To elicit an explanation	<p>I did not know how to solve my exercises, and it helped me a lot;</p> <p>I could not understand the task, so I asked it to explain it to me;</p> <p>To learn from it as I can use it to teach me something step by step;</p> <p>To understand concepts of specific themes in more detail;</p> <p>It explains the information that I do not get understandably, and that helps me a lot;</p> <p>To analyze information interactively - make AI retype text more simply or explain specific paragraphs further.</p>
To get ideas	<p>To help me formulate and come up with some ideas;</p> <p>To get ideas for presentations;</p> <p>I used it as an idea generator;</p> <p>I used it to provide me with some ideas;</p>
To save time	<p>It can give you an answer in a minute;</p> <p>To collect information fast;</p> <p>Because it is a quick way to find any information;</p>

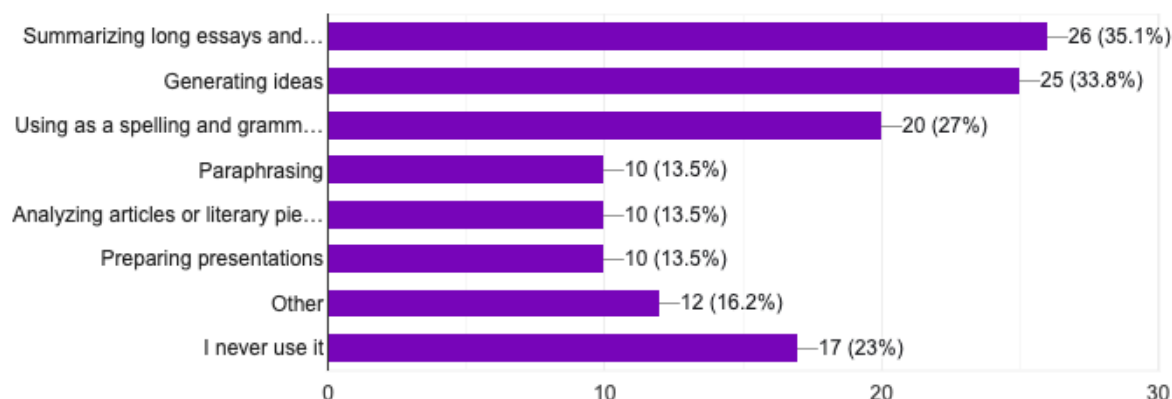
	<p>I was very limited in time and needed to complete the task as quickly as possible;</p> <p>Personally, it helps me do my presentations more quickly and use my time wisely;</p> <p>It allows you to get the exact information that you are looking for in a matter of seconds, which in other cases without AI could take you more than several minutes;</p> <p>It is providing information faster than other websites;</p> <p>It is a fast way to make assignments;</p> <p>It is providing information faster than other websites;</p> <p>It gives answers very fast;</p> <p>Honestly, it makes reading dozens amount of university assignments so much easier and faster;</p> <p>It helps us to understand content concisely and quickly;</p>
To summarize texts	<p>To summarize a long text;</p> <p>To shorten a text;</p> <p>I have used it when I needed a summary for some text or just needed creative ideas for a presentation;</p> <p>To summarize long articles;</p>

It is noteworthy that for the majority of respondents, ChatGPT was used solely to save time (27.9%, n=12), and there was no mention of any progress in their skills; in other words, they just addressed the tool to put less time and effort into completing the assigned task which might be diverse and contain different levels of complexity.

Furthermore, the survey tried to identify the type of academic tasks for which students mainly used the AI tool (ChatGPT). The data showed that the students mainly used ChatGPT to summarize long essays and articles (35.1%, n=26), 33.8% (n=25) use it for generating ideas, 27% (n=20) to check spelling and grammar, 13.5 % (n=10) admit using ChatGPT either for paraphrasing or analyzing articles and literary pieces or preparing presentations, 16.2 % (n=12) stated that they use ChatGPT for other types of tasks and eventually 23% (N=17) claim never to have used ChatGPT (figure 7).

Figure 7. Type of tasks ChatGPT was used for

74 responses



To combine the most cited reasons for using the tool, the students mainly use ChatGPT to summarize long essays and articles, which indicates that the students' primary goal is to shorten the time spent on the reading assignment; How productive and beneficial can reducing time spent on reading assignments and skipping the conventional stages (skimming and scanning) be for the ultimate academic performance? The answers to this question might be: The research that not only pure cognitive abilities but also various non-ability factors, such as self-efficacy (Bandura & Schunk, 1981), creativity, self-control, resilience, learning engagement, etc., are the key factors leading to academic success. Also, even though the AI tool can be a great relief to the modern "busy" students, this benefit can still be considered short-term and only limited to a familiar setting since, in the long run, just like any other AI technology can trigger their dependence and insecurity when functioning in an unfamiliar setting.

There arises another area of concern for EFL learners. As the research and practice show, learning a foreign language is achieved through the combination of many teaching-learning activities, such as investing sufficient time into the target language through practicing the 4 language skills (listening, reading, writing, and speaking) adequately; learning to think in the target language; exercising patience; developing linguistic intuition; meaning deduction strategies; self-correction techniques; etc., whereas uncontrolled and random use of ChatGPT might deprive the students of all these experiences that could ultimately facilitate their academic performance.

## 5. Conclusion and Recommendations

The analysis of the empirical data has revealed the following:

There may be a connection between a student's higher GPA and their extensive use of ChatGPT for various purposes in higher education. While the AI tool can help modern students manage their heavy daily workloads, this advantage will likely be short-term and limited to familiar environments, as reliance on AI for task completion can lead to insecurity in unfamiliar settings over time. Unregulated and haphazard use of ChatGPT may prevent L2 learners from utilizing

effective teaching-learning strategies for mastering a foreign language. The data also suggests that the thoughtful use of AI in education can help enhance digital literacy. The potential correlation between ChatGPT usage and GPA could be a topic for future research. The use of ChatGPT by EFL learners and those students majoring in foreign languages is especially worth investigating further; More systematic research should be done to reveal how curtailing the time spent on home assignments regularly can affect the EFL student's academic performance in the long run. More effort is required to enhance students' understanding of the concepts and principles underlying academic honesty and integrity, as their responses exhibited inconsistencies and contradictions. Course instructors can be crucial in discouraging students from dishonestly using ChatGPT for their learning, underscoring the need for further research into instructors' perspectives and awareness on the matter. The widespread use of ChatGPT among TSU students suggests that merely discussing its risks related to academic ethics, such as honesty and plagiarism, may be insufficient. University policymakers should consider incorporating this topic into the curriculum in some form.

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## Comparative Analysis of English, Georgian, and Italian Proverbs: Exploring Cultural Wisdom Through Linguistic Expressions

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### Abstract

The presented paper delves into the intricate issues of cultural wisdom through a comparative analysis of proverbs from three distinct linguistic and cultural backgrounds: English, Georgian, and Italian. Proverbs, as succinct reflections of cultural values, beliefs, societal norms, morality, manners, and people's ideas, serve as invaluable sources of collective wisdom passed down through generations. The goal of our research is to explore the most widespread English proverbs and find the corresponding ones in those two languages (Georgian and Italian), establishing full and partial equivalents. Employing a classification system, the study distinguishes three primary classes. Within two of them, several subclasses emerge, illuminating the specific expressions within these linguistic units. By examining a diverse range of proverbs from the three languages mentioned above, the research aims to uncover similarities, differences, and unique insights into the cultural layer of each society. The study contributes to the broader discourse on cultural diversity, linguistic richness, and the dynamic interplay between language and culture. It highlights how important it is to understand and appreciate different meanings hidden in proverbs. The comparative analysis of English, Georgian, and Italian proverbs reveals similarities and differences in expressing universal themes across languages. Through examining various proverbs, it becomes evident that while the core messages often remain consistent, linguistic and cultural nuances significantly shape the specific wording and imagery used in each language.

**Keywords:** Proverb, culture, similarities and differences, classification.

### 1. Introduction

A proverb is a well-known saying expressing a fundamental truth or practical wisdom derived from experience or common sense. Proverbs are often passed down through generations within a culture and are typically concise and memorable. They usually offer advice, moral guidance, or insights into human behavior and the natural world. Proverbs can be found in literature, folklore, religious texts, and everyday conversation as brief parts of wisdom conveying universal truth or cultural values. They "contain valuable information about national traditions and worldview" (Gevorgyan K. 2009:214).



Proverbs are compact and timeless expressions of accumulated wisdom, encapsulating society's collective experiences, values, and beliefs. Being originated from oral tradition, proverbial expressions embody cultural heritage. They are characterized by brevity, memorability, and universality, transcending linguistic and cultural boundaries to impart enduring truth. They reflect the ethos of a community, conveying its unique perspectives on morality, relationships, and societal norms. As linguistic artifacts, proverbs offer practical advice and provide glimpses into the historical, social, and cultural contexts. "It is not possible to read proverbs without being struck by its repeated insistence on a connection between acts and consequences" (Millar, S. R. 2020:93). Thus, the study of proverbs not only enriches our understanding of language but also offers profound insights into the human condition and the diversity of human cultures.

The goal of the current research is to explore the complexities of cultural knowledge through a comparative analysis of proverbs from three distinct linguistic and cultural backgrounds: English, Georgian, and Italian. It also aims to investigate some widespread English proverbs and find the corresponding ones in those two languages (Georgian and Italian), establishing full and partial equivalents. It is evident that "the challenge for the translator is to convey not only meaning, but also the source culture, as well as make it reachable for the target one" (Enesi, M. & Anisa Trifoni, A. 2022:2).

## 2.Comparative analysis

Comparing proverbs from these distinct linguo-cultural contexts enabled us to study each language's underlying values, traditions, and societal norms. This comparative approach illuminates the dynamic interplay between language and culture. It promotes cross-cultural communication and understanding by emphasizing similarities and differences in how the same proverbs function in various cultures.

Three primary classes were identified while analyzing the proverbs under investigation using a classification system.

The first class comprises fully translatable proverbs, which means that every meaningful word in the English proverb corresponds to Georgian and Italian versions.

English proverb: A rolling stone gathers no moss.

Meaning: A person who never settles in one place will never be successful.

Georgian proverb: აგორებულ ქვას ხავსი არ მოეკიდებაო. (agorebul kvas khavsi ar moek'idebao).

English translation of Georgian one: A rolling stone gathers no moss.

Meaning: A person should be active and every time in action to achieve success.

Italian proverb: Pietra mossa non-fa muschio.

English translation of Italian one: A rolling stone gathers no moss.

The convergence of a proverbial expression across English, Georgian, and Italian languages is observed in the given example. The English proverb shares a common theme with its Georgian and Italian counterparts. The proverb conveys

that constant movement and activity are necessary for success, as illustrated by the metaphor of a rolling stone not accumulating moss. "The use of metaphorical language in proverbs contributes to the richness and depth of language itself. Metaphors expand the expressive capacity of a language, enabling speakers to convey nuanced meanings and evoke vivid imagery" (Khudaybergenova T. 2024:184). All three versions of the proverb highlight the concept of persistence and diligence as essential ingredients for achievement.

English proverb: Better an egg today than a hen tomorrow.

Meaning: It's better to keep what you have than to risk losing it by searching for something better.

Georgian proverb: დღევანდელი კვერცხი სჯობია ხვალინდელ ქათამსო. (dghevandeli k'vertskhi sjobia khvalindel katamso).

English translation of Georgian one: Better to have an egg today rather than have a hen tomorrow.

Meaning: It's better to keep what you have than to risk losing it by searching for something better.

Italian proverb: Meglio un uovo oggi che una gallina domani.

English translation of Italian one: Better an egg today than a hen tomorrow.

In the presented example, we encounter another instance of parallelism across English, Georgian, and Italian proverbs. The English proverb aligns closely with its Georgian and Italian variants. All three versions of the proverb emphasize the wisdom of appreciating what one has in the present moment rather than risking potential loss or disappointment in pursuit of more significant gains in the future. The underlying message remains consistent across all three languages.

English proverb: Better late than never.

Meaning: It is better to do something after it was supposed to have been done than not to do it at all.

Georgian proverb: სჯობს გვიან, ვიდრე არასდროს. (sjobs gvian, vidre arasdros).

The English translation of the Georgian one is: It is better to do something after it was supposed to have been done than not to do it at all.

Meaning: It is better to do something after it was supposed to have been done than not to do it at all.

Italian proverb: Meglio tardi che mai.

English translation of Italian one: Better late than never.

In this case, one more parallel proverbial expression across English, Georgian, and Italian languages is depicted. The English proverb shares a similar sentiment with its corresponding Georgian and Italian versions. The proverb in all three languages conveys the idea that taking action, even if delayed, is preferable to inaction. This convergence highlights a shared cultural appreciation for the importance of perseverance and completion despite delays or obstacles. Thus, the proverb resonates across linguistic and cultural boundaries, emphasizing the universal wisdom of prioritizing action over procrastination.

The second class unites partially translatable proverbs. It means that only some parts of English proverbs correspond to their Georgian and Italian equivalents. The rest of the words are introduced by other words conveying the main idea of the proverb.

This class is further divided into three sub-classes.

a) Proverbs in the English and Georgian languages coincide, in Italian – partially

English proverb: A new broom sweeps well.

Meaning: A newly-appointed person makes changes energetically.

Georgian proverb: ახალი ცოცხი კარგად გვისო. (akhali tsotskhi k'argad gviso).

English translation of Georgian one: A new broom sweeps well.

Meaning: A newly-appointed person makes changes energetically.

Italian proverb: Scopa nuova spazza bene trè giorni.

English translation of Italian one: A new broom sweeps well for three days.

In this example, the constituent words of English and Georgian proverbs match each other, while the Italian proverb aligns partially with the others as a specific duration is added. The English proverb shares a sentiment similar to that of its Georgian counterpart. Both proverbs convey that a newly appointed person or a new initiative brings about energetic and effective changes.

However, the Italian proverb suggests that the effectiveness of the new broom is temporary and diminishes after three days. While the core message remains similar to the English and Georgian proverbs, the Italian version introduces a nuanced detail regarding the limited duration of the new broom's effectiveness.

b) Proverbs in the English and Italian languages coincide, in Georgian – partially

English proverb: One swallow doesn't make a summer.

Meaning: This means that one good or positive event does not mean that everything is all right.

Georgian proverb: ერთი მერცხლის ჭიკჭიკი გაზაფხულს ვერ მოიყვანსო. (erti mertskhlis ch'ik'ch'ik'i gazapkhuls ver moiqvanso).

English translation of Georgian one: The twittering of one swallow doesn't make a summer.

Meaning: This means that one good or positive event does not mean that everything is all right.

Italian proverb: Una rondine non fa primavera.

English translation of Italian one: One swallow doesn't make a summer.

In this case, the basic words of English and Italian proverbs coincide, but the Georgian proverb adds a particular feature and only partially matches with the others. All three proverbs convey the idea that the occurrence of a single positive event does not necessarily indicate overall success or change in circumstances. However, the Georgian proverb adds a specific detail by mentioning the "twittering" of the swallow, which emphasizes the action or sound associated with the

swallow's presence. Moreover, the word "summer" dominates in the English and Italian versions, whereas in Georgian, it is translated as "spring." While the core message remains consistent across all three versions, the Georgian proverb provides additional imagery to be more specific and highlight things.

English proverb: Like father, like son.

Meaning: Sons are very similar to their fathers.

Georgian proverb: დედა ნახე, მამა ნახე შვილი, ისე გამონახეო. (deda nakhe, mama nakhe shvili, ise gamonakheo).

English translation of Georgian one: Like father, like mother is a child.

Meaning: Children are very similar to their parents.

Italian proverb: Tal padre, Tal figlio.

English translation of Italian one: Like father, like son.

All three versions of the proverb convey the idea that children often carry characteristic features or behaviors similar to their parents. The English proverb "Like father, like son" and its Italian equivalent focus on the father-son relationship, emphasizing the hereditary nature of traits. However, the Georgian analog expands this concept to include the mother, highlighting both parents' significant role in shaping a child's upbringing and characteristics. This difference reflects cultural nuances and values regarding family dynamics and parenting roles.

English proverb: Never look a gift horse in the mouth.

Meaning: Don't question the value of a gift or be critical.

Georgian proverb: ნაჩუქარ ცხენს კბილი არ გაესინჯებო. (nachukar tskhens k'bili ar gaesinjebao).

English translation of Georgian one: One must not check the tooth of a gifted horse.

Meaning: Don't question the value of a gift or be critical.

Italian proverb: A caval donato non si guarda in bocca.

English translation of Italian one: One must not look a gift horse into a mouth.

The English proverb "Never look a gift horse in the mouth" and its Italian equivalent emphasize the idea that it is impolite or ungrateful to scrutinize or criticize a gift. However, the Georgian proverb adds specificity by mentioning the "tooth" of the horse, which is a common expression indicating the practice of determining a horse's age and health by examining its teeth. While the core message remains consistent across all three versions, the Georgian proverb provides additional imagery and specificity by including the word "tooth." This difference reflects cultural nuances and preferences for vivid language and imagery in Georgians.

c) Proverbs in the English, Georgian, and Italian languages coincide partially

English proverb: Measure twice, cut once.

Meaning: Think before you act.

Georgian proverb: ასჯერ გაზომე და ერთხელ გაჭერიო. (asjer gazome da ertkhel gach'erio).

English translation of Georgian one: Measure a hundred times and cut once.

Meaning: Think before you act.

Italian proverb: Misura tre volte e taglia una.

English translation of Italian one: Measure three times and cut once.

In this example, we observe a partial coincidence between the constituent words of English, Georgian, and Italian proverbs, with each language expressing a similar sentiment with varying degrees of specificity. All three proverbs emphasize the importance of careful consideration and planning before taking action. The English proverb succinctly captures this concept, advising individuals to think carefully and double-check measurements before making a decisive action. Similarly, the Italian proverb encourages thoroughness in measurement-taking to avoid errors in cutting. However, the Georgian proverb adds an element of exaggeration by suggesting measuring "a hundred times," while the Italian proverb emphasizes measuring "three times." These variations in numerical specificity reflect cultural nuances and preferences for emphasis in each language.

English proverb: Come with the wind, go with the water.

Meaning: When you make money quickly, it's very easy to lose it quickly as well.

Georgian proverb: ქარის მოტანილს ქარი წაიღებსო. (karis mot'anils kari ts'aighebsო).

English translation of Georgian one: Whatever wind brings, wind takes.

Meaning: When you get something effortlessly, it's very easy to lose it quickly as well.

Italian proverb: Ciò che vien per acqua, per acqua tornerà.

English translation of Italian one: What comes with water, to water returns.

All three equivalents convey the idea that things obtained easily or effortlessly can be lost just as easily.

The Georgian proverb is "Wind brings, and wind takes," and the Italian one is "Water brings, and water takes," but the English proverb is intercrossed—"Whatever wind brings, water takes." Here, the influence of different cultures can be detected.

In the given example, we observe a partial coincidence between the constituent words of English, Georgian, and Italian proverbs, each expressing a similar sentiment with slight variations in imagery and wording. Thus, imagery slightly differs between the English and Georgian/Italian proverbs. While the Georgian and Italian proverbs maintain consistency in imagery (wind and water, respectively), the English proverb combines both elements, interchanging wind and water. This difference reflects the influence of cultural nuances and preferences for imagery within each language.

The third class encompasses the so-called non-translatable proverbs. These are English proverbs in the Georgian and/or Italian languages rendered by absolutely other words, while the meaning of these versions completely corresponds to the original one.

This class is further divided into three sub-classes.

- a) Proverbs in the English and Italian languages coincide; in Georgian, they are expressed in different words

English proverb: When in Rome, do as the Romans do.

Meaning: When you are in a new place or situation, try to act like the majority of people in that place or situation.

Georgian proverb: სადაც წახვიდე, იქაური ქუდი დაიხურეო. (sadats ts'akhvide, ikauri kudi daikhureo).

English translation of Georgian one: Wherever you go, put on the same hat the locals wear.

Meaning: When you are in a new place or situation, try to act like the majority of people in that place or situation.

Italian proverb: Quando a Roma vai, fa' come vedrai.

English translation of Italian one: When in Rome, do as the Romans do.

The example presents a scenario where the constituent words in English and Italian proverbs coincide, while they are expressed differently in Georgian. In all three languages, the proverb conveys the same sentiment, emphasizing the importance of adapting to the customs and behaviors of the local people when in a new environment. Although the meaning remains consistent across all three proverbs, the Georgian proverb uses different words to convey the concept than the English and Italian versions. This example illustrates how the same idea can be expressed using different linguistic expressions across languages while retaining the same underlying meaning.

English proverb: The early bird catches the worm.

Meaning: Whoever arrives first has the best chance of success.

Georgian proverb: ადრე ამდგარსა კურდღელსა, ვერ დაეწევა მწევარი. (adre amdgarsa k'urdghelsa, ver daets'eva mts'evari).

English translation of Georgian one: A hare that wakes up early is not caught by a greyhound.

Meaning: Whoever arrives first has the best chance of success.

Italian proverb: L'uccello mattiniero si becca il verme.

English translation of Italian one: The early bird catches the worm.

Although the meaning remains consistent across all three versions of the proverb – the advantage of being early or proactive to succeed, the Georgian equivalent uses different words and imagery compared to the English and Italian variants in which the constituent words coincide. This example illustrates how the same idea can be expressed using different linguistic expressions across languages while retaining the same underlying meaning, reflecting cultural nuances and preferences. The same Georgian proverb draws imagery from hunting scenarios, emphasizing Georgians' love of this activity.

English proverb: Barking dog never bites.

Meaning: People who make the most or the loudest threats are the least likely to take action.

Georgian proverb: მჩხავანა კატა თაგვს ვერ დაიჭერსო. (mchkhavana k'at'a tagvs ver daich'erso).

English translation of Georgian one: A mewling cat can't catch a mouse.

Meaning: People who make the most or the loudest threats are the least likely to take action.

Italian proverb: Can che abbaia non morde.

English translation of Italian one: Dogs that bark don't bite.

Even though the proverb conveys the same idea of individuals who make noise or threats but do not act on them in all three languages, rendered in English and Italian with the same words, the Georgian equivalent uses different imagery (that of a cat) compared to the English and Italian versions.

b) Proverbs in the English and Italian languages partially coincide. In Georgian, they are expressed in different words

English proverb: The shoemaker's (cobbler's) children go barefoot.

Meaning: One often takes care of other people's problems but neglects their own family.

Georgian proverb: მჭედელს დანა ვინ მისცაო. (mch'edels dana vin mistsao).

English translation of Georgian one: A blacksmith does not have a knife.

Meaning: One often takes care of other people's problems but neglects their own family.

Italian proverb: In casa di calzolaio non si hanno scarpe.

English translation of Italian one: There are no shoes in the shoemaker's house.

The three variants of the proverb carry the same sentiment, emphasizing that individuals often neglect their own needs or responsibilities while taking care of others. However, the Georgian equivalent employs imagery that is different from the English and Italian versions. In the Georgian language, the imagery of a blacksmith dominates, while in English and Italian, that of a shoemaker. It should be noted that, in this case, the constituent elements of English and Italian variants do not fully correspond to each other. There is a slight difference leading to partial coincidence. This example vividly shows how different language phrases in various languages may convey the same concept while maintaining its fundamental meaning, taking into account cultural quirks and preferences.

English proverb: Among the blind, the one-eyed man is king.

Meaning: People with limited capabilities can succeed when surrounded by those who are even less able than themselves.

Georgian proverb: უძაღლო ქვეყანაში კატებს აყეფებდნენო. (udzaghlo kveqanashi k'at'ebs aqepedneno).

English translation of Georgian one: In a country without dogs, cats are made to bark.

Meaning: People with limited capabilities can succeed when surrounded by those who are even less able than themselves.

Italian proverb: In terra di ciechi, beato a chi ha un occhio.

English translation of Italian one: In the land of the blind, the one-eyed man is blessed.



It is vivid that in the presented example, we encounter a scenario where the constituent words of the proverbs partially coincide in the English and Italian languages, while they are expressed differently in Georgian.

The English proverb "Among the blind, the one-eyed man is king," and its Italian counterpart emphasize that individuals with limited abilities can excel when others are even less capable, though the constituent elements slightly differ. As for the corresponding Georgian equivalent, it uses the imagery of a barking cat to convey the same idea.

c) Proverbs in the English and Georgian languages partially coincide; in Italian, they are expressed in different words

English proverb: Don't count your chickens before they're hatched.

Meaning: You should not make plans that depend on something good until you know it has actually happened.

Georgian proverb: წიწილებს შემოდგომაზე ითვლიანო (ts'its'ilebs shemodgomaze itvlino).

English translation of Georgian one: One should count chickens in autumn.

Meaning: You should not make plans that depend on something good until you know it has actually happened.

Italian proverb: Non vendere la pelle dell'orso se non l'hai ancora preso.

The English translation of the Italian one is: Do not sell the bear's skin if you have not yet taken it.

This example highlights the case when the English and Georgian proverbs use almost the same phrases with a minor variation to express the idea. At the same time, their Italian equivalent employs different words to communicate the same concept. Despite these linguistic variations, the core message remains consistent across all three languages, emphasizing the virtue of patience leading to eventual success or satisfaction.

### 3. Conclusion

The comparative analysis of English, Georgian, and Italian proverbs offers valuable insights into the cultural wisdom embedded within linguistic expressions. By exploring proverbs from these distinct linguistic and cultural backgrounds, we gain a deeper understanding of the underlying values, traditions, and societal norms inherent in each language.

The study identified three primary classes of proverbs: fully translatable, partially translatable, and non-translatable. Fully translatable proverbs demonstrate the convergence of proverbial expressions across languages, conveying universal themes such as persistence, wisdom, and adaptability. Partially translatable proverbs highlight the nuances in language and imagery across cultures, where core meanings remain consistent despite variations in expression. Non-translatable proverbs exemplify the cultural specificity of linguistic expressions, where the same idea is conveyed using different words or imagery.

The analysis showed that while certain proverbs may share similar themes across languages, each culture infuses unique linguistic expressions, imagery, and nuances into these proverbial sayings. These variations reflect human expression's cultural diversity and richness, highlighting the dynamic interplay between language and culture.

The novelty observed in this comparative analysis is the discovery of subtle differences in expressing common themes across languages. While some proverbs exhibit direct correspondence in wording and imagery across languages, others

reveal variations in linguistic expressions while retaining the same underlying meaning. These differences offer insights into each language's cultural and linguistic intricacies, contributing to a deeper appreciation of linguistic diversity and cross-cultural communication.

This comparative analysis promotes cross-cultural communication and understanding by examining proverbs from different linguistic and cultural backgrounds. It emphasizes the similarities and differences in how the same proverbs function in various cultures. It underscores the importance of linguistic and cultural sensitivity in communication, fostering appreciation for the diversity of human cultures and the wisdom they impart through language. Thus, studying proverbs is a gateway to deeper cultural understanding and intercultural dialogue.

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**Authentic Input in Foreign Language Teaching: Benefits and Challenges**

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**Abstract**

Connecting students' learning to the real world and creating a real-life context for learners, especially language learners, is of utmost importance. Bringing the 'real world' of language or real-life language into the classroom is achievable by integrating into teaching those written and oral materials that contain real language produced by a natural speaker for a real audience and in a real situation. The prime goal of having authentic input in foreign language teaching is to help learners attain native-like use of the language. The article analyzes all the benefits that applying authentic materials in language teaching brings to learners. Some of these benefits are opportunities for creative ways of teaching, boosted motivation, increased self-confidence and enhanced communicative competence of learners, increased cultural awareness, meeting the needs and expectations of learners in terms of being capable of transferring their knowledge and skills across different fields and work contexts. The article also discusses the challenges related to using authentic materials in language teaching. In particular, these difficulties are language complexity and cultural bias of authentic texts. Many scholars claim the superiority of advantages over disadvantages of authentic materials. The article introduces some suggestions scholars propose about addressing the challenges associated with authentic input in foreign language teaching.

**Keywords:** Language teaching, a real-life context, authentic materials, benefits, challenges, addressing the challenges

**1.Introduction**

Authenticity is another way of saying genuineness, truthfulness, or naturalness. Breen (1985) (stated in Taylor, 1994) outlines four kinds of authenticity in the language classroom: a) authenticity of the texts that serve as input data for learners; b) authenticity of the learners' interpretation of these texts; c) authenticity of the tasks, and d) authenticity of the social interaction in the classroom environment. According to Taylor (1994), "What goes on in the classroom must reflect "real life" (p. 3). Based on Breen's classification, this process starts with providing authentic texts to students and ends with the use of real language by the learners.

Authentic input refers to "the use of authentic materials from the target culture presented in the target language" (Pinsonneault, 2008, p. 32). In recognition of the need for command of the communicative language, providing authentic input in foreign language teaching gains particular importance. The issue of authenticity in language teaching arose with the advent of communicative language teaching in the 1970s. In order to acquire communicative competence, learners need to be accustomed to real examples of the target language.

The notion of authenticity has been defined by numerous scholars of both old and modern times. Gilmore (2007) attributes authenticity to "the language produced by native speakers for native speakers in a particular language community" (p. 98). The materials that are specially developed for foreign language teaching are not considered authentic. Creating a real-life context for foreign language learners is extremely important, and it is achievable by integrating into practice "written or oral materials containing "real," not processed language, produced by a real speaker for a real audience and in a real situation" (Adam et al., 2010, p. 432). According to Mudra (2014), "authentic materials (AMs) are any products or things designed or produced by native speakers for native speakers' daily activities" (p. 181). Authentic materials are also referred to as contextualized materials. The goal of bringing real-life language into foreign language teaching classrooms is to attain native-like use of the language by the learners. According to McKay (2013), teaching with authentic materials should lead to 'authenticity of the interaction' and "prepare learners for "real" interactions outside of the classroom" (p. 300).

Besides communicative purposes, the use of authentic materials can be linked to authentic learning practices. Student-centered instruction includes the students' discovery of knowledge. Knowledge discovery occurs in authentic learning environments where students deal with real-life issues or problems. Authentic materials are resources already presented in real life and depict the real world and cultural peculiarities. Thus, authentic materials represent the source for generating authentic learning experiences.

There are four types of authentic materials: authentic listening-viewing materials, authentic visual materials, authentic printed materials, and realia (real-world objects). Sometimes, authentic materials are classified as paper-based materials, audio-video materials, the internet, and others. Authentic materials can also be categorized into the following groups: audio materials, audiovisual materials, paper materials, and realia.

Teaching materials are classified into two kinds: authentic and created. Textbooks and specially developed teaching resources are regarded as created materials. It has to be mentioned that there are primary criteria of text selection for students to read developed by Nuttall (1996) (stated in Berardo, 2006). These criteria are a) suitability of the content, b) exploitability, and c) readability. The suitability of content is directly connected to students' needs and skills. The requirements mentioned above by Nuttall have to be taken into account when addressing non-authentic or authentic texts (Berardo, 2006). Mishan (2005) ascribes the "3 C's" to authentic texts for language learning: culture, currency, and challenges. Authentic texts exhibit the culture of target language representatives, authentic texts include the current and actual language and issues, and the application of authentic texts is related to challenges. Laamri (2009) emphasizes that authentic materials for classroom implementation need to be characterized by the following features: a) authenticity, b) accessibility, c) appropriateness to learners' level of expertise and interests, d) applicability in the given teaching context, and e) adaptability to learners' needs. Rahman (2014) states that an adaptable text allows a teacher to create and base tasks and activities on it. Rahman also notes that authentic texts should be chosen in a sequential manner, as well as the framework of the pre-determined study plan.

**Benefits of using authentic materials**

Many scholars have acknowledged the necessity of including authentic materials in second and foreign language teaching. Applying authentic materials in foreign language teaching has benefited learners considerably.

Authentic materials expose learners to real language. Authentic materials can be movies, television or radio broadcasts, magazines and newspapers, brochures, recipes and menus, travel tickets, poems, songs, blogs, phone messages, etc. All these materials include real texts produced by the speakers of the language for native speakers. These materials bring the real world into the classroom and help learners see how the language is really used in the target language community. Thus, by incorporating authentic materials into foreign language teaching, learners are promoted to experience the real language.

Authentic materials emphasize content rather than form. Non-authentic texts include perfectly formed sentences and grammatically correct structures but do not manifest how the language is applied in reality. Belaid and Murray (2015) point out that "non-authentic materials are accurately and falsely free prepared" (p. 28), but unlike them, authentic materials are marked by naturalness. As stated by Crossley et al. (2007), "authentic texts provide more natural language and naturally occurring cohesion than simplified text" (p. 18).

Authentic materials increase students' motivation for learning. According to Richards (2001), authentic materials are "intrinsically more interesting and motivating than created materials" (p. 252). Authentic materials, in general, capture students' attention, and selecting the topics that correspond to students' interests results in even greater inspiration and fruitfulness.

Authentic materials contribute to the development of the communicative competence of learners. Language learning aspires to acquire communicative competence or use linguistic knowledge in real-life practice. Developing communicative competence can be best fostered by authentic materials produced in real-life contexts and for real communication purposes. To make the learners accustomed to applying the language in real-life situations, they need to be well supplied with real-life language input. As maintained by Tomlinson (2012), "an authentic text is produced in order to communicate rather than to teach" (p. 162). Authentic materials encourage students' language production and generate natural and meaningful communication.

Authentic materials increase students' awareness of the target culture. Students gain a better understanding of different and own cultures. To some extent, foreign language teaching has always included teaching foreign culture as language is an integral part of the culture. According to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001), communicative language competence includes sociolinguistic and pragmatic competencies in which cultural component plays a significant role. Besides, intercultural communicative competence has been put forward by scholars in foreign language teaching in the last decades as communication is no longer considered to be the prime target of language learning, but communicating effectively and respectfully in a specific cultural context is regarded to be the supreme goal. Interacting with people from other cultures cannot be accomplished successfully

without understanding their culture. Authentic materials rich with real-world contexts constitute an excellent source for developing cultural knowledge in students.

Applying authentic materials in teaching addresses students' needs as learners establish a link between learning materials and real-life contexts. Students apprehend that they are learning to transfer their knowledge and skills across different fields and work contexts. In the 21st century, students need education paralleled with its implementation into practice and turning it into action. Learning with authentic materials helps learners actualize language learning closer to their needs, interests, and intentions.

Using authentic materials enhances students' self-confidence as they acquire the appropriate and practical language in real-life situations. According to Adam et al. (2010), learners "will see that they can manage in a real-life situation" (p. 433). As Guariento and Morley (2001) define, through authentic materials, students get such a sense that in the form of genuine language, "they are in touch with a living entity" (p. 347). Familiarizing students with real-language patterns makes them self-assured in using the language beyond the classroom, gradually strengthening their general self-confidence and bringing success and satisfaction.

The inclusion of authentic materials in the educational process promotes creative teaching methods. Integrating different types of authentic materials—movies, shows, interviews, photographs, newspaper articles or advertisements, TV guides, books, brochures, and song lyrics—creates opportunities for innovative, inspirational, joyful, and engaging teaching methods.

### **Challenges related to the use of authentic materials**

However, some specific drawbacks are ascribed to implementing authentic materials in teaching. Authentic texts comprise difficult language. Authentic texts are tough linguistically. In most cases, authentic texts contain complex and less clear language structures and unknown words that students find challenging to comprehend. Adam et al. (2010) and Guariento and Morley (2001) point out that authentic texts may frustrate lower-level learners due to difficulties. Kilickaya (2004) and Kim (2000) are in line with them, stating that authentic materials are proper for advanced and intermediate-level learners. Guariento and Morley (2001) remark that authentic texts can lead students to feel disappointed, irritated, and demotivated. Huda (2017) defines that when the learning materials are beyond students' ability, this process cannot lead to positive consequences. However, the opinions over the correspondence of authentic materials to students' language levels differ. Bacon (1989) (as stated in Akbari & Razavi, 2016) claims that authentic language teaching is beneficial for less-proficient learners, too. Polio (2014) also maintains that applying authentic materials in the beginning language classroom is possible.

Authentic materials may be culturally biased. Rahman (2014) identifies two purposes for concerns about the cultural content of authentic materials: a) surplus referring to cultural themes and issues and b) topicality of information, in other words, relevance to one's own cultural environment and practices. Information that is too culturally biased is hard to understand in a different cultural context.

**Scholars' views on the controversial issue**

Considering all the pros and cons, the issue of whether to integrate authentic materials in teaching foreign languages and at what level of expertise has been a controversial issue for scholars for a long time. Akbari and Ravazi (2016) declare that the benefits of authentic material use outweigh the challenges, and appropriate task design can manage the difficulties students encounter when dealing with authentic texts or tasks. Similarly, Albiladi (2019) and MacDonald, Badger, and White (2000) consider that teaching a language with authentic materials prevails. Thoroughly scrutinized and carefully selected authentic materials are productive for teaching foreign language skills. Rahman (2014) states that authentic materials need to be selected with 'academic, pedagogic and tutorial caution' (p. 213). Ciornei and Dina (2015) highlight that many linguists and methodologists recommend that teachers not simplify or modify texts for students but develop strategies and activities to assist them in comprehending authentic resources. The teacher can use text comprehension strategies such as monitoring comprehension, metacognition, graphic and semantic organizers (Venn Diagram, Chain of Events, Story Map, Cause/Effect, etc.), answering questions, generating questions, analyzing text structure, skimming, scanning, summarizing, etc. Sari (2016) reported that authentic materials are accessible to any level of language learner.

Scrivener (1996) (cited in Mestari, 2016) claims that authentic materials allow language learners to absorb real-life examples of the language used by their native speakers. In turn, they tend to produce the same or approximately near-native use of the language. Walkin (1976) (cited in Mestari, 2016) reported the same insight. According to him, integrating authentic materials in language teaching helps learners acquire effective competence and bridge the gap between classroom knowledge and participation in the real world.

As mentioned, the internet is the strongest and most easily accessible source of authentic resources, especially up-to-date materials. A newly emerged tendency in authentic language teaching is utilizing corpus and corpus-based materials in language teaching. A corpus represents a digital collection of authentic materials. It displays instances from oral and written texts of a vast range of genres and is exploited in the analysis or teaching of language. Corpus-based teaching, in terms of authenticity, includes all the advantages and disadvantages that are attributed to authentic materials and are discussed above. Furthermore, corpus-assisted learning springs additional challenges as the teacher cannot control the level of complexity and difficulty of the language that students face when working with the corpus. Developing a corpus by the teachers themselves from the materials they consider necessary for their students settles this issue to some extent. Besides, careful, correct, and respectable guided instruction by the teachers in teaching specific aspects of language leads students to the intended goal despite the challenge's students encounter on the route. Furthermore, the Input Hypothesis, one of the five hypotheses of Stephen Krashen's theory of second language acquisition, supports providing authentic input to foreign language learners. The central part of the input hypothesis is the Comprehensible Input (Krashen, 1985). According to Krashen, language is acquired through the exposure of



students to comprehensible input, which is the language that is one step ahead of their competence (the language of the so-called 'i+1 level'). Authentic target language input can be this comprehensible input for learners.

## 2. Conclusion

Overall, the significance of authentic input in foreign language teaching is clear. Improved motivation, increased cultural awareness, close ties to real language, meeting the needs and interests of students, advanced language competencies, and enhanced self-confidence are the benefits of integrating authentic input in the language classroom. Learners can address the challenges related to authentic input by providing useful comprehension strategies and appropriate tasks and activities by the teachers. Careful selection of authentic materials corresponding to students' level of expertise, interests, needs, and study plan is also beneficial for the education process.

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**Pre-school Education: Problems and Perspectives in Georgian Pre-educational Space**

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**Abstract**

Education is given to children around three up to their enrollment in the first grade of primary education daily gains popularity, emphasizing its importance and necessity. Many researchers accentuate this phase as one of the most important in children's development. Georgian preschool educational institutions remain in a critical phase of development and improvement. Georgia has started preparation for accomplishment with standards throughout the authorization process in preschool education. This research calls into the goal of investigating existing obstacles and possible perspectives of Georgian pre-educational institutions. This investigation uses a mixed approach and is designed as a quantitative and qualitative study. It was conducted in December 2023 among public and private pre-educational institutions in the Imereti region via online questionnaires using Google Forms. The forms included a survey with multiple choice questions and interviews with open-ended questions to gain deeper insights.

The findings show that Georgian preschool educational institutions need reforming as exceeding number of obstacles exist, such as insufficient level of teachers' preparation for a career, lack of professional training, low level of parental involvement, low teachers' salaries, overcrowded classes, deficiency of inventory, infrastructure, and resources, lack of activities, absence of extraordinary teachers, and speech therapists, low level of finances and control from the state, nutrition, problems with control of sick children's admission to kindergarten, and insufficient standards of hygiene. Concerning identified perspectives including qualified teachers, using technology during classes, high level of children's fine and gross motor skills development, and supplying educational institutions with the necessary infrastructure, resources, and equipment - Georgian preschool educational institutions have good chances for the immediate future in case of overcoming these problems and improving the system. The findings deepen understanding of the existing problems and provide valuable insights about what should be improved and/or innovated in the classrooms.

**Keywords:** Preschool education, education obstacles, education perspectives, authorization process;

**1. Introduction**

The importance of preschool education is a global recognition, with numerous studies dedicated to this topic. Singh (2007) underscores the pivotal role of the early years in lifelong learning and development. Shonkoff (2000) further asserts that learning commences at birth and continues throughout life, with early childhood being a particularly critical period. The environment in which children are nurtured significantly shapes their emotional and cognitive development (Blackmore, 2005). Extensive research has demonstrated that enrollment in preschool institutions yields various benefits, including reduced grade repetition, higher high school graduation rates, and enhanced social and emotional

development (Ansari, 2018). It particularly benefits children from low-income families, bridging the achievement gap between them and their peers from higher-income households. The quality of the preschool program plays a crucial role in determining the extent of these benefits. High-quality preschool programs have a more significant impact on narrowing the achievement gap, while low-quality programs may only lead to minimal improvements. Pre-education equips young children with essential foundational skills and prepares them for future academic success (Jenkins et al., 2018). Therefore, the quality of preschool education can significantly influence an individual's academic and social success.

This research aimed to expand the current understanding of preschool education implementation in Georgian pre-educational institutions. It was guided by two research objectives: to identify current obstacles and explore potential perspectives. The research was conducted using a mixed approach, incorporating both quantitative and qualitative methods. Online questionnaires were distributed to caregiver pedagogues via Google Forms. The survey section consisted of multiple-choice questions, providing quantitative data, while the interview section included open-ended questions to gather qualitative insights. The qualitative data was analyzed using content analysis, and the quantitative data was subjected to descriptive analysis. It's important to note the limitations of the study, including the geographical scope and the number of participants. The study included 22 respondents from private and public pre-educational institutions in the Imereti region of Georgia.

The present study confirmed the findings according to the research questions, such as the following:

1. What are the current problems occurring throughout preschool education implementation?
2. What are the potential perspectives of Georgian pre-educational institutions?

By addressing these challenges and applying the identified perspectives, Georgian preschool educational institutions can create an indestructible and effective early childhood education system, ultimately contributing to the overall development and future success of Georgian children.

## **2. Literature Review**

The significance of preschool education is clearly illustrated in various scientific sources. Singh (2007) describes it as an education given to children at around three up to their enrollment in the first grade of primary education that devises and assists mental, physical, emotional, linguistic, and social upbringing. It is voluntary, universal, and available for every child of relevant age (Parliament of Georgia, 2016). Shonkoff (2000) states that people start learning after birth and continue throughout their lives. However, the most critical years of learning begin at birth. Children's brains develop imprints that last all their lives. Significant role plays the environment in which children are located, influencing emotional skills development. The earliest years of children's lives are highly beneficial because vital development occurs in all domains during this period. Blakemore et al. (2005) emphasize that early education contributes to

developing the brain's architecture. Further, Bruner (1986) accentuates that it is a foundation of intellectual schemas' development. According to Wana (2010), preschool education is the first step in promoting children's emotional and social development. Pre-school education is conceived to explore and assist mental, physical, emotional, linguistic, and social upbringing. Pre-school education can be defined as a significant phase as it prepares children for primary education and is directly connected with future success in their lives. Pre-school educational institutions require highly qualified staff and additional necessary equipment to implement pre-education successfully. Simultaneously, families are primary sources liable for children's development, care, and education as they provide informal education. Consistently, pre-educational institutions support families in preparing their children for future social life, giving them formal education (Singh, 2007).

Georgian preschool educational institutions continue to be in an essential phase of their development and improvement. Georgia has started preparation for accomplishment with standards throughout the authorization process in preschool education. UNICEF Georgia emphasizes that preschool education is crucial for every child as a foundation for the development and growth of children. Moreover, early childhood development impacts the economic country's growth. Compared with European countries where total young children enrollment is about 95%, the situation in Georgia is comparatively worse, involving 69,5 % total enrollment (UNICEF). Consequently, UNICEF recommended and supported the government and the parliament of Georgia in developing and implementing the law on "Early and Pre-school education and Care." Mandatory national standards and standard-based authorization systems for public and private preschool education are the primary keys of this law (UNICEF).

In 2023, several necessary steps were made towards preparing and implementing authorization. On May 31, The Minister of Education, Science, and the Youth approved the order on procedure for selecting members of the certification commission of preschool and preschool education organizations and educational institutions. (Ministry of Education, Science and Youth of Georgia, 2023). In August 2023, an important meeting occurred regarding the future implementation of the authorization process in preschool education (Parliament of Georgia, 2023). In September 2023, The Prime Minister of Georgia, Irakli Garibashvili, appointed the Council members. In sum, in 2023, beneficial measures took place to realize the authorization process and implement pre-education auspiciously.

Preschool-authorized institutions must accomplish four obligatory standards: institution and strategic development, curriculum, family and community engagement, and support of teaching and educational process. Georgian preschool educational institutions will be going through the authorization process and be authorized until January 1, 2030, by the National Center for Education Quality Enhancement (NCEQE) under the governance of the Ministry of Education, Science and Youth of Georgia. (National Center for Educational Quality Enhancement). The 2023 year was crucial for Georgian pre-educational institutions as the country made necessary steps towards developing and implementing the Law on Early and Pre-School Education and Care. This law contains quality-improving innovations, access, and equity in Georgia's Early and Preschool Education and Care.

### 3. Research Findings

The results regarding the first research question demonstrate several obstacles that take place. First, substantial differences were observed concerning measuring education preparation for pedagogues' careers. The question was given to respondents to rate their career preparation by their educational institutions on a scale from one to five. 33,5 % of respondents rated it highly, as 5 points, 23,8% measured it as point 4, 19% ranked it as point 3, 9,5% counted as point 2, and 14,3% looked on as point 1. This analysis found evidence that the differences are observed, and education does not entirely prepare the caregiver pedagogues for careers. Second, from the results regarding parent involvement, it is clear that approximately 90 % emphasized its crucial importance, but simultaneously, there is a circumstance where parental involvement is not strongly expressed. To conclude this issue, parental involvement can be defined as middling among Georgian preschool educational institutions. Third, the subsequent obstacle to our research question is low teachers' salaries, as absolutely every one of the respondents agrees with the statement that preschool teachers' remuneration is low. Low remunerations can cause increased motivation that substantially causes difficulties during the implementation of preschool education. The fourth identified problem was a lack of recognition and value of pedagogues. As mentioned by approximately all participants (90,9%), nowadays, teachers have a deficiency in value and recognition. Very few participants (9,1%) do not share this view. The fifth identified problem is overcrowded classes. From these results, it is clear that all of the respondents stated that the classrooms are overcrowded and an appropriate number of children in one class is 15-20 pupils. Based on an analysis of interviews with open-ended questions, several more obstacles were identified: deficiency of inventory, infrastructure, and resources, lack of activities, absence of extraordinary teachers and speech therapists, low level of finances and control from the state, nutrition, problems with control of sick children's admission to kindergarten, and insufficient standards of hygiene. Therefore, many problems occur and exist in the way of the successful implementation of preschool education.

All mentioned above underlines the existing obstacles and highlights the need to overcome these problems to improve pre-education inside Georgia. We feel strongly that the start of the authorization process will have a positive effect by changing and improving fundamentally obligatory components for successful pre-education realization.

The results of the second research question cast a new light on possible perspectives regarding Georgian pre-education. The findings are based on the answers to open-ended questions. From these results, it is clear that there is a perspective of getting pre-education from highly qualified teachers, as almost three-fourths mentioned having higher education degrees (BA, MA) that positively affect pupils' preparation for the first grade of primary school. As almost all of the respondents mentioned (86,4 %), using technology can be an excellent future perspective, as its use has many advantages. Utilizing technology is a superior tool to facilitate learning, such as increasing creativity, teaching literacy and numeracy, language development, promoting collaboration and relationships, supporting and developing fine motor skills, etc. Consequently, introducing new technologies is the second perspective that may positively impact

children's development. The following possible perspective is fine and gross motor skills development. It determines that developing these skills will contribute to raising the child's motivation for future stages at school. The final perspective is equipping educational institutions with the necessary infrastructure and resources. The evidence can be made that today, Georgian preschool educational institutions have a shortage of crucial infrastructure and equipment resources, affecting the quality of the educational process.

#### **4. Conclusion and Recommendations**

To conclude, the study's findings can be interpreted as the statement that Georgian preschool educational institutions need to be improved and reformed because of the numerous obstacles that exist during educational process implementation. The emphasis should be placed on existing positive perspectives. The observed problems can be formulated as follows: insufficient level of teachers' preparation for a career, lack of professional pieces of training, parental involvement middle level, low teachers' salaries, overcrowded classes, deficiency of inventory, infrastructure, and resources, lack of activities, absence of special teachers, and speech therapists, low level of finances and control from the state, nutrition, problems with control of sick children's admission to kindergarten, and insufficient standards of hygiene. This is an important finding in understanding the possible perspectives of pre-education throughout Georgian preschool educational institutions. We can designate them in the following way. The first perspective is qualified teachers, the second is using technology during classes, the third is developing fine and gross motor skills, and the final is supplying educational institutions with the necessary infrastructure, resources, and equipment. Georgian preschool educational institutions require more attention from the state regarding financial issues and the professional development of the pedagogues. The pre-educational sector will have a prosperous future by improving and overcoming existing obstacles. The limitations of the present research are the geographical issue and the number of respondents.

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## **The Importance of The Effectiveness of English Language Learning in Informal and Non-Formal Environments: A Case of International Black Sea University**

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### **Abstract**

Since the 1970s, "informal learning" has emerged as a method for individual development through self-education. Coombs and Ahmed introduced a model of education and learning in 1974, which serves as a theoretical framework for understanding one dimension of the lifelong learning concept: the horizontal integration of education and learning. The article aims (1) to provide the differences between formal, non-formal and informal learning and (2) to research English language acquisition in informal and non-formal environments by examining students' interaction through informal speaking activities on offer. The research is based on a preliminary study, which was done in CISV Seminar Camp, in Hanover, Germany. The results of the case study research showed a positive impact of informal and non-formal learning of languages since informal and non-formal learning can help students develop language competencies.

**Keywords:** informal learning, non-formal learning, language learning

### **1. Introduction**

According to the UNESCO International Commission on Education for the 21st century, education stands as the most crucial instrument for human development. However, in some communities, education is viewed as a social obligation aimed at promoting learning and personal growth, but one that often concludes with the completion of intensive formative development. Despite the necessity for an innovative educational system, traditional credentials such as diplomas and degrees, which prioritize conceptual understanding over material production, are no longer a guarantee of economic success for individuals or society. With the advancement of technology and teaching methodologies, learning opportunities have expanded, offering individuals numerous ways to acquire new skills and competencies. John Dewey, an American educator, was among the first to advocate for the significance of informal education as a foundation for formal education (Dewey, 1916). He stressed the importance of maintaining a balance between these two learning approaches. Another approach, outlined by Kolb (1984), distinguishes between concrete learners, who prefer examples over ideas, and abstract learners, who relate more to theory and ideas than examples. Another widely used model, the VARK model developed by Fleming, categorizes learning styles as visual (V), aural (or auditory) (A), reading and writing (or verbal) (R), and kinesthetic (K) (Leite, Svinicki, & Shi, 2009). These categorizations and approaches

are important to educators, teachers, and students in understanding individual learning preferences and providing optimal conditions for successful language learning. Recognizing that each learning style is valid and important encourages appreciation for the various ways individuals acquire and retain knowledge.

In the late 1990s, the Organization for Economic Co-operation and Development (OECD) began promoting and acknowledging learning as a lifelong endeavor, advocating for a "cradle to grave" approach to learning. This perspective, shared by educational experts, acknowledges the diverse contexts in which learning occurs. These learning contexts are formal, non-formal and informal. Formal learning: This type of learning is characterized by its intentional, organized, and structured nature. Typically arranged by institutions, formal learning opportunities encompass credit courses and programs offered by community colleges and universities. These learning endeavors are accompanied by clear learning objectives and expected outcomes. Guidance is often provided through a formal curriculum or program framework.

Non-formal learning: This type of learning can occur with or without intentionality and may not necessarily be organized by an institution. However, it typically exhibits some level of organization, even if it is loosely structured. Unlike formal learning, non-formal learning settings do not typically provide formal credits. Informal learning: This type of learning is spontaneous, lacks formal organization and is often associated with experiential learning. Critics argue that informal learning may lack clear intentions and objectives. Among the three types of learning, informal learning is often considered the most spontaneous. Regardless of the learning context—formal, non-formal, or informal—all types of learning are valuable and contribute to individuals' cognitive, emotional, and social growth. The combination of different learning approaches enhances the acquisition of knowledge and skills, making them systematic, broad, deep, and relevant to practical needs.

## **2. The study**

As mentioned above, the research is based on a preliminary study, which was done in CISV SC, in Hanover, Germany. The results of the case study research showed a positive impact of informal and non-formal learning of languages since informal and non-formal learning can help students develop communicative competence. The results of this research study were analyzed based on four studies.

Study I – Prequestionnaire; the students evaluating their language competencies. The study also gives us background information on students' interaction in class, their level of motivation, self-confidence, and participation in informal and non-formal activities.

Study II – Experiment; the study was conducted based on the preliminary study done before. Informal and non-formal speaking activities were modified and suggested to the students. They were tested firstly to identify their communicative language competencies and later to see their progress.

Study III – Post questionnaire; the students evaluate their language competencies and the impact of informal and non-formal activities suggested by the researcher.

Study IV – Self-assessment; the students evaluate themselves at the end of the course. Since there is no formal assessment or grading system in informal and non-formal learning, the self-assessment form was used to see each student's achievement of the goals of activities.

#### Study 1 – Findings and Analysis – Pre-questionnaire

The questionnaire was designed to collect information on students' English language proficiency. The intention was not only to collect data on language competencies but a survey that would provide background information on students' experience of participation in informal and non-formal activities such as training, conferences, camps, youth works and exchange programs and attitudes toward them, to enable students to evaluate their level of motivation and self-confidence while speaking in English. The study was conducted in the spring semester of the 2015/2016 academic year at International Black Sea University. Ethical consent for conducting the research study was gained from the Vice-rector in the educational field and the director of languages at International Black Sea University.

### 3. Methods

For the study, I used paper-based questionnaires to quickly and easily manage the collection. 28 questionnaires were sent to students in their first year of Bachelor studies from International Black Sea University. The questionnaire contained 5 optional and 4 close-ended questions. The results of the study have been analyzed based on 23 valid questionnaires received from students.

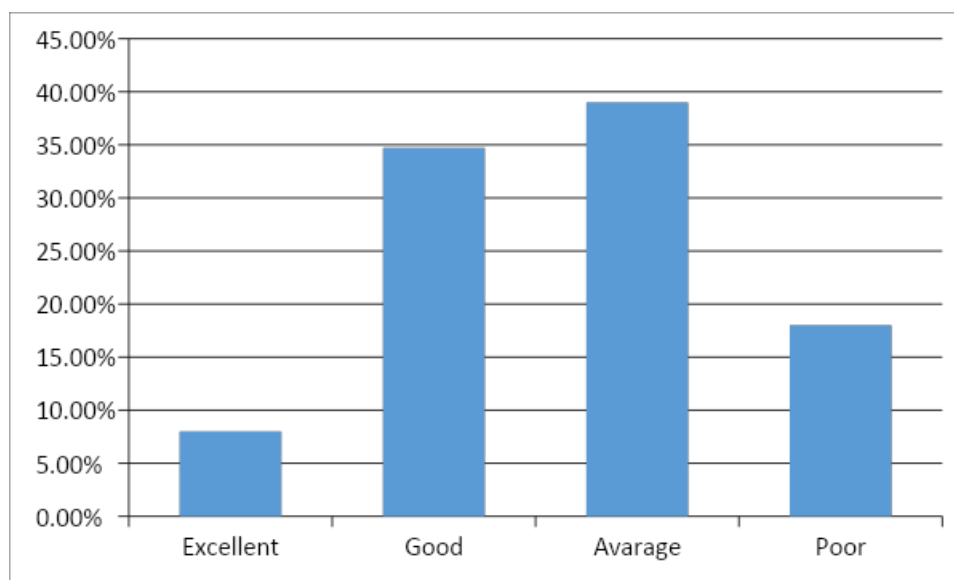
### 4. Results

Question 1. 1. How would you rate your speaking skills?

Although students were at the B2 level (admission precondition for the course was B2 level of English proficiency), who are supposed to be independent language users able to express themselves clearly and effectively, we have a different picture.

The result shows that 8% of students rate their speaking skills as “Excellent” and 35% - “Good”, although more than half of the students think that their speaking skills are “Average” (39%) and “Poor” (18%). The given question allowed the students to assess their level of English language ability in the main skill of speaking. Activities developed for the course helped them to be taken to the next level.

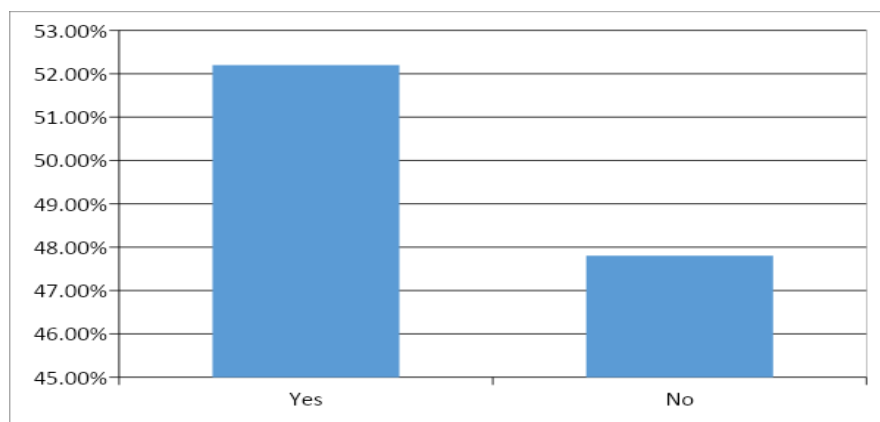
Figure 1. Rating of speaking skills



Question 2. Do you have any English-speaking friends?

In this question, we intended to find out if the students have native-speaker friends. A conversation with a native speaker means having access to a huge repertoire of vocabulary and expressions. Apart from learning new words and phrases during conversations students are also able to experience how great a language can sound, which itself effects on rise of motivation. They try to pick up new words and use them in the next conversations and learn the perfect pronunciation. We found out that most of the students (53%) have English-speaking friends and 47% do not have any native-speaker friends.

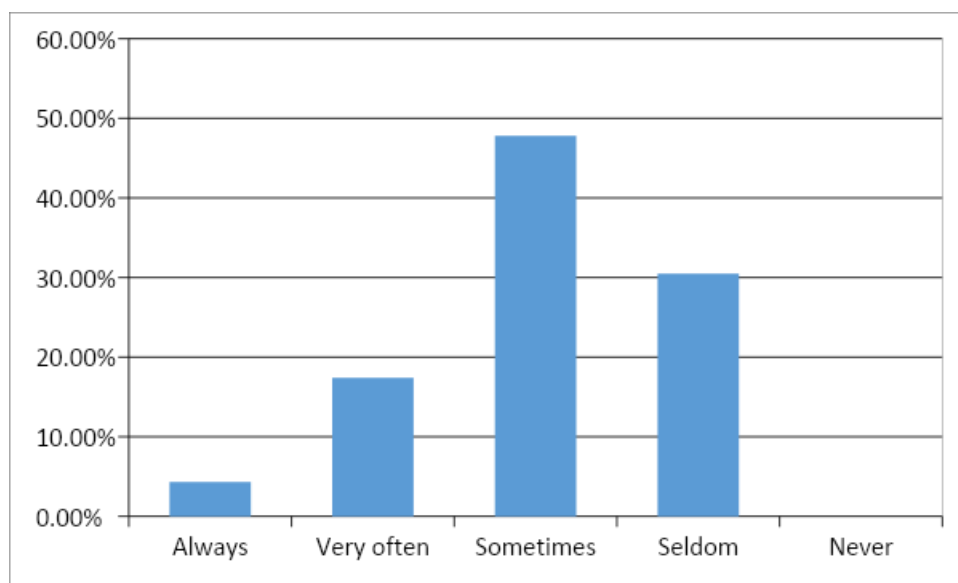
Figure 2. Having native-speaker friends



Question 3. How often do you practice your speaking?

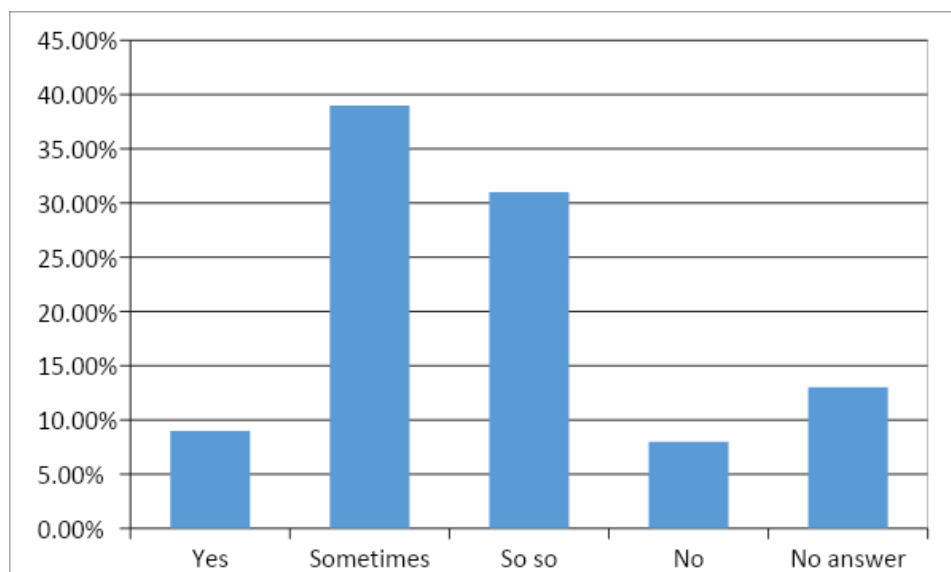
The best way to get better at speaking English is to practice, but sometimes it is hard or even impossible to find a person you can practice speaking English with. In relation to the previous question, we wanted to find out how much English the student's practice. Even though more than half of the students have English speaker friends it does not mean that they communicate with them every day. The results show that only 4% of the students "Always" practice speaking, 17% "Very often", 48% "Sometimes" and 30% of students "Seldom" practice their speaking. As we can see there is not any student who does not have an opportunity to practice speaking English which might be participating in some activities or presentations during lectures, pair or group work etc.

Figure 3. Practicing speaking



Question 4. Do you feel self-confident while speaking in English?

Figure 4. Having self-confidence while speaking in English



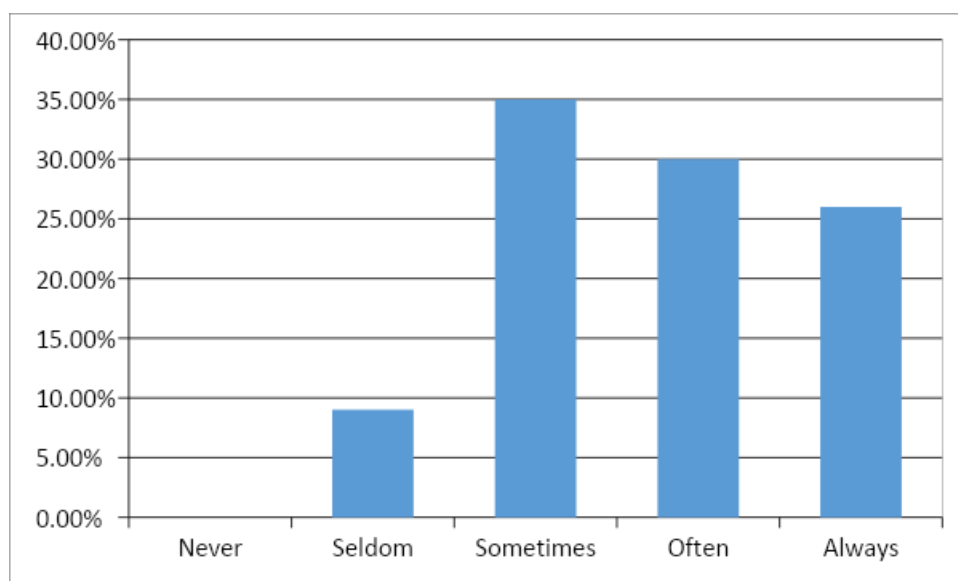
This question does not have a direct link with language competencies, but it is always hard to make yourself speak if you do not feel confident. Speaking in a foreign language can be difficult; you know that you are probably making mistakes, and you are worried that you might say something wrong. These psychological problems make speaking more difficult for some students. The collected responses have shown that 9% of the students are self-confident while speaking in English, 39% - "Sometimes", 31% - "So, so". 8% of students were not confident enough to speak in English and 13% of the students did not answer at all. Students' attitudes are also influenced by factors around them. Factors such as atmosphere in the class, respect and help each other. No matter how many mistakes the student makes, speaking regularly and practicing the target language gives students self-confidence.

Question 5. Do you contribute much to group discussion during classes?

In many cases, starting from very informal discussions with friends, colleagues, and family to highly structured discussions, there are several specific skills that students need to develop to enable them to contribute effectively to group discussions. The skills were developed throughout the activities suggested to students. With this question, we wanted to see the "starting point" of students' contribution for a better comparison. The results show that most of the students "Always" (26%) and "Often" (30%) contribute much to group discussion. The rest of the students either "Sometimes" (35%) or "Seldom" (8%) contribute.

Figure 5. Contribution to group discussion

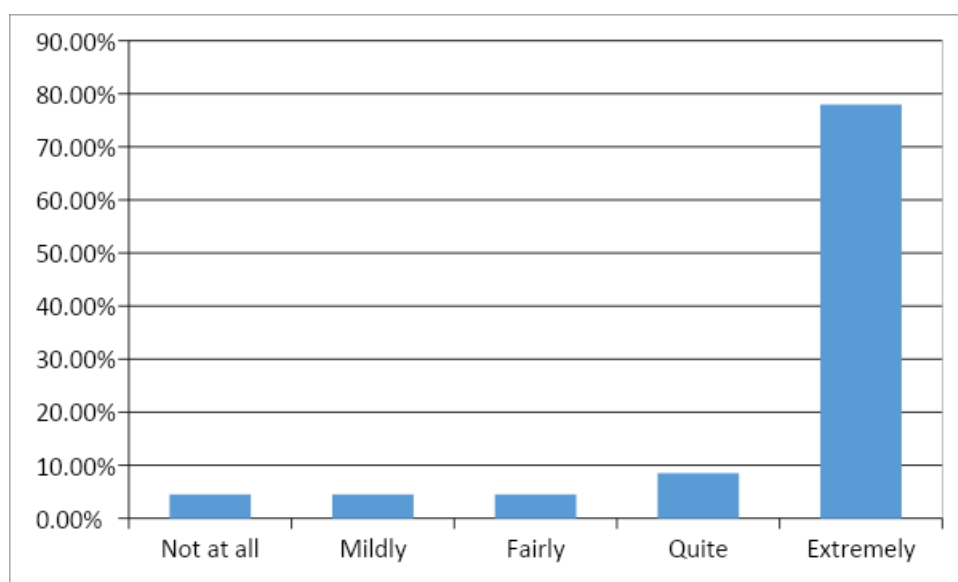




Question 6. Are you motivated to improve your speaking skills?

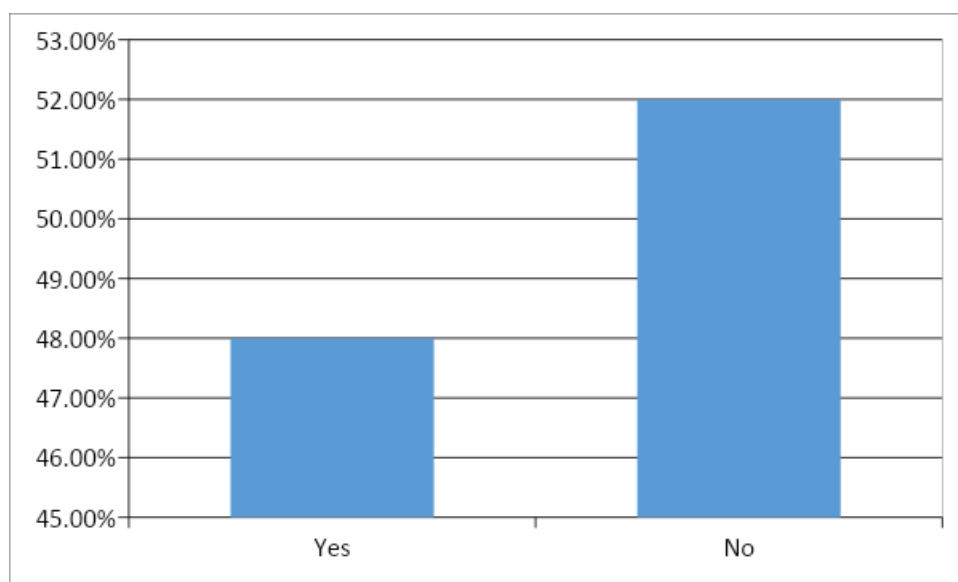
Probably the most important way to improve students' motivation is to enable them to use as much English as possible. Using English and practicing it can also improve their general attitude to English and increase motivation to study more. Most respondents, nearly 80%, are motivated to improve their speaking English. Unfortunately, there are students (22% in total) who are not motivated enough, fairly and mildly.

Figure 6. Motivation for improving speaking skills



#### Question 7. Have you travelled abroad?

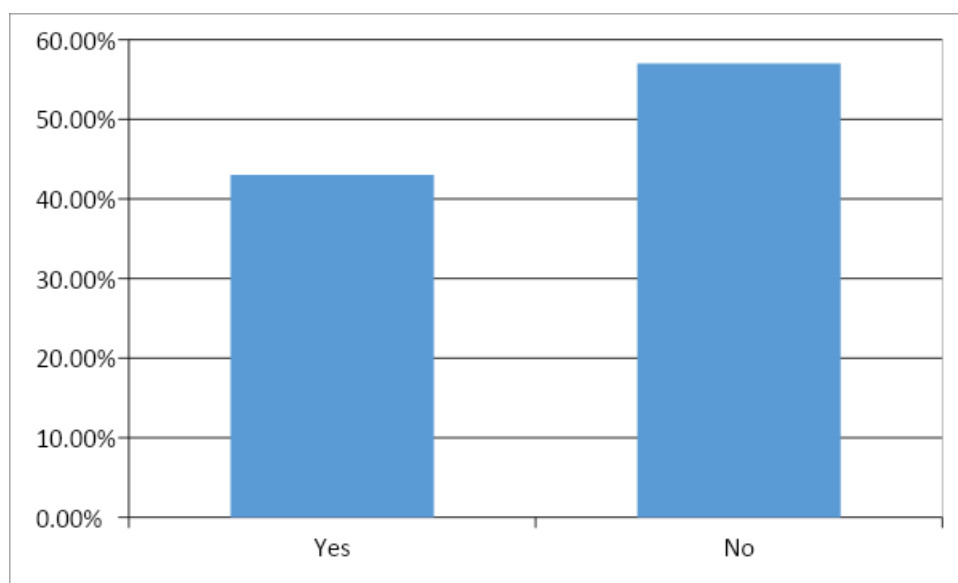
Travelling to a new place is not the only reason to see different places that you have not seen before. It also allows you to get accustomed to different cultures which can be enlightening and educational. With this question, we wanted to know whether students have experienced informal learning or not. Traveling abroad includes visiting museums and cultural places, sightseeing, and meeting with new people which are considered informal learning. More than half of the respondents, that is 52%, have not experienced travelling but 48% of students have travelled abroad.



#### Question 8. Have you participated in any of the following programs (Training; Conference; Camp; Youth Work; Exchange Programme) in your home country/abroad?

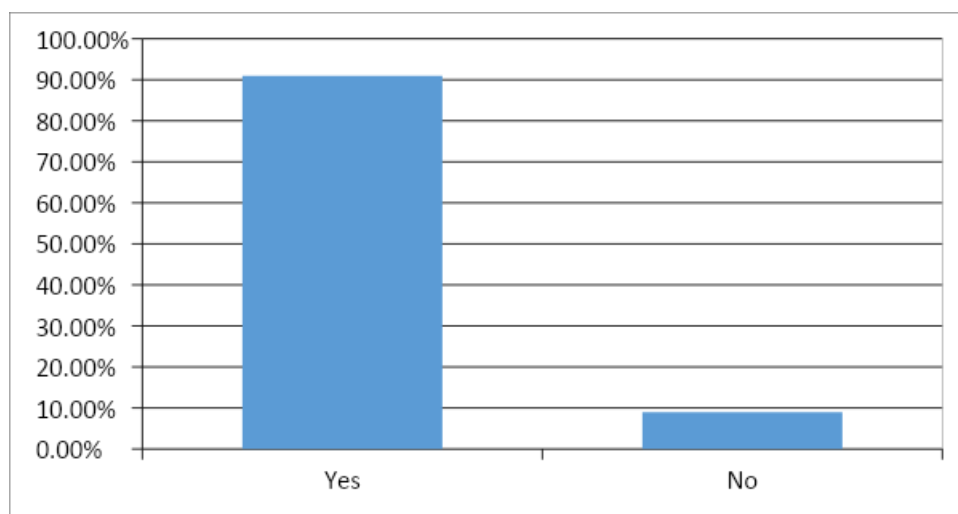
This question is related to the previous one since we wanted to know if the students also experienced non-formal ways of learning such as participating in training programs, camps or conferences. Unfortunately, 42% of students have not participated in any of those non-formal activities before but they are willing to participate.

Figure 8. Participation in non-formal activities



Question 9. Would you like to participate in any above mentioned?

Figure 9. Willingness to participate in non-formal activities



As the results have shown, 91% of interviewed students are willing to participate in the above-mentioned non-formal activities and 9% of students do not want to experience them. This may be the reason for having little or no information on what informal and non-formal learning are and the importance of it.

### **Study 2 – The experiment**

To prove the effectiveness of foreign language acquisition in informal and non-formal environments and to show the difference between these learning settings and formal learning of languages, a quasi-experiment was held with students

who are in their first year of bachelor studies at International Black Sea University (IBSU). Ethical consent to conduct the research study was gained from the Vice-rector and the director of languages at IBSU.

### Method

The rationale for the faculty choice was that they had two same-level groups enrolled in the same program. As random assignments of the students were not possible and the groups were already formed, I conducted quasi-experiment research. "Both experimental and quasi-experimental designs are accepted under the conditions for scientifically based research set forth under NCLB (No Child Left Behind)' (Lodico; Spaulding, & Voegtler, 2010, p.30). Thus, these two groups became controlled and experimental groups for my research. Progress was measured by administering pre-tests before the intervention, 2 while tests and pre-tests after the experiment were completed even though quasi-experiment does not use random assignment for comparison from which treatment-caused change is inferred (Cook and Campbell, 1979). Data obtained from the study with a pre-test and post-test result was analyzed by subtracting the pre-test scores from post-test scores and then comparing these gain scores to control groups' scores to see whether the gain in the experimental condition was significantly bigger than that in the control condition.

The course by the name General English was a 19-week-long lecture course with 60 contact hours. Both the experimental and control groups used the same course book Outcomes Advanced Student's Book by Deller, H & Walkley, A. (2012). Speaking and listening comprehension tasks were practiced through collaborative, informal and non-formal learning to the students of the experimental group.

The goal of the experiment was to prove the efficiency of foreign language acquisition in informal and non-formal learning settings.

### Participants

As already mentioned above, the participants were students of Information Technology (IT) and International Relations faculty who took a compulsory course for two semesters in their first year of the bachelor's degree at IBSU. For the experiment, I chose two advanced-level groups –the experimental and the control group. Below are presented the parameters for both groups.

Table 4.1. Parameters of Experimental and Control Groups

Experimental group		Control group	
Number of students	23	26	
Nationality	23 Georgians	24 Georgians	2 Egyptians
Level of English	Advance	Advance	

In the control group, traditional lectures were held which did not include any informal or non-formal elements of learning. Only as much as practicing speaking as the textbook required. In the experimental group, I had one hour of

speaking activity with another lecturer, Nino Tvalchrelidze (I have permission from her to use her name in my dissertation) who had 3 hours of a traditional class. As a preliminary study was done before which proved the effectiveness of informal and non-formal learning of languages, and development of speaking competencies and the course book did not include any informal or non-formal speaking activities, I designed 7 special speaking activities using approaches and methods that was used in CISV camp. Each activity lasted for 2 hours, so the contact hours for speaking were the same for both groups. The nature of the activities aimed to increase speaking and listening comprehension, interaction in group discussions and keep students' motivation high. As for each activity's topics, I followed the syllabus suggested by the university. So that the topics for experimental and control groups were the same. The main difference was the learning setting. I also held voice and video recording observations to see students' interaction and motivation. It is significant to mention that students were involved in discussion and activities with great pleasure and enthusiasm. They show openness to get involved in something new. Two activities out of seven are presented below.

#### Activity 1

##### 1. Introduction

This template's format is adapted and modified from CISV (Children International Summer Village) International official form based on CISV Experiential learning model. Since there are no formal lesson plans in informal and non-formal learning situations, I will use this template for each activity I am going to plan during the course. I will use the term "activity" because it expresses better what I am doing with students rather than "a lesson".

##### 2. Activity Topic

Please check the box which identifies the topic of the activity.

<input checked="" type="checkbox"/>	Health and Illness	<input type="checkbox"/>	Business and Economics
<input type="checkbox"/>	Play	<input type="checkbox"/>	Fashion
<input type="checkbox"/>	History	<input type="checkbox"/>	Danger and Risk
<input type="checkbox"/>	News and Media	<input type="checkbox"/>	

Course Goals and Indicators: Please check only the ones your activity will focus on and collect evidence for.

<input type="checkbox"/>	1.	Develop Self Awareness
<input checked="" type="checkbox"/>	1a)	Gain awareness of alternative personal perspectives.
<input checked="" type="checkbox"/>	1b)	Compare their own perspectives with others.
<input type="checkbox"/>	1c)	Reflect on the challenges to their own views throughout the course.
<input type="checkbox"/>	2.	Develop Leadership Skills

	2a)	Take initiative to plan and facilitate activities throughout the course.
	2b)	Maintain values and rules of the group.
	2c)	Take initiative for practical aspects.
	3.	Develop positive attitude towards other people
x	3a)	Respect others by actively participating in all discussions.
x	3b)	Listen to and respect the opinions of others.
	4.	Develop language skills
x	4a)	Improving comprehensibility in speaking for the purpose of communicating in English.
x	4b)	Improving listening comprehension of different types of spoken English.
	5.	Critical thinking skills
	5a)	Thinking skills to make critical and rational judgments.
	5b)	Interpret input and understand inference
	6.	Communicative
x	6a)	Formulate, express and defend individual ideas and opinions while working in groups and during discussions.
	6b)	Communicate (through speaking) effectively in everyday situations.
	6c)	Interaction between student and instructor.

Evidence: After collecting the evidence by an instructor, it will be clear if the students have learned what the activity intended. Evidence should be matched to the indicators identified for the activity.

1. During the discussion after the activity, participants listen to one another and demonstrate, comparing their opinions to others.

3. Process: Explanation how the activity will happen from the beginning to the end. Including the following things:

- (a) How the activity is introduced in relation to the topic
- (b) How the structure of the activity is explained, including group sizes and directions for what students will do
- (c) What the role of an instructor is during the activity

A movie "Still Alice" was chosen to be shown to the students. Still Alice is a compelling debut novel about a 50-year-old woman's sudden descent into early onset Alzheimer's disease, written by first-time author Lisa Genova, who holds a PhD in neuroscience from Harvard University.

Alice Howland, happily married with three grown children and a house on the Cape, is a celebrated Harvard professor at the height of her career when she notices a forgetfulness creeping into her life. As confusion starts to cloud her thinking and her memory begins to fail her, she receives a devastating diagnosis: early onset Alzheimer's disease. Fiercely independent, Alice struggles to maintain her lifestyle and live in the moment, even as her sense of self is being stripped away. In turns heartbreaking, inspiring and terrifying, Alice captures in remarkable detail what's it's like to literally lose your mind...

The movie is suitable for students' level of English and is related to the topic Health and Illness. The purpose of showing this movie is (Apart from the goals and indicators marked next to the appropriate box above):

To get to learn real English

To help students improve spoken English and learn English words and phrases in the context of Health and Illness.

Follow-up discussion:

What questions will help students with what they experienced and learned?

1. When Alice becomes disoriented in Harvard Square, a place she's visited daily for twenty-five years, why doesn't she tell John? Is she too afraid to face a possible illness, worried about his possible reaction, or some other reason?
2. Do you find irony in the fact that Alice, a Harvard professor and researcher, suffers from a disease that causes her brain to atrophy? Why do you think the author, Lisa Genova, chose this profession? How does her past academic success affect Alice's ability, and her family's, to cope with Alzheimer's?
3. When Alice's three children, Anna, Tom and Lydia, find out they can be tested for the genetic mutation that causes Alzheimer's, only Lydia decides she doesn't want to know. Why does she decline? Would you like to know if you had the gene?
4. Why is her mother's butterfly necklace so important to Alice? Is it only because she misses her mother? Does Alice feel a connection to butterflies beyond the necklace?
5. Alice decides she wants to spend her remaining time with her family and her books. Considering her devotion and passion for her work, why doesn't her research make the list of priorities? Does Alice, most identify herself as a mother, wife, or scholar?
6. Were you surprised at Alice's plan to overdose of sleeping pills once her disease progressed to an advanced stage? Is this decision in character? Why does she make this difficult choice? If they found out, would her family approve?



7. Do Alice's relationships with her children differ? Why does she read Lydia's diary? And does Lydia decide to attend college only to honor her mother?
8. Alice's mother and sister died when she was only a freshman in college, and yet Alice must keep reminding herself they're not about to walk through the door. As the symptoms worsen, why does Alice think more about her mother and sister? Is it because her older memories are more accessible, is she thinking of happier times, or is she worried about her own mortality?

#### 4. Materials and Background Preparation

Materials:

Hand out material about the illness:

Alzheimer's is a type of dementia that causes problems with memory, thinking and behavior. Symptoms usually develop slowly and get worse over time, becoming severe enough to interfere with daily tasks. The most common early symptom is difficulty in remembering recent events (short-term memory loss). As the disease advances, symptoms can include problems with language, disorientation (including easily getting lost), mood swings, loss of motivation, not managing self-care, and behavioral issues. As a person's condition declines, they often withdraw from family and society. Gradually, bodily functions are lost, ultimately leading to death. Although the speed of progression can vary, the average life expectancy following diagnosis is three to nine years.

Alzheimer's is the most common form of dementia, a general term for memory loss and other intellectual abilities serious enough to interfere with daily life. Alzheimer's disease accounts for 60 to 80 percent of dementia cases.

Alzheimer's is not a normal part of aging, although the greatest known risk factor is increasing age, and most people with Alzheimer's are 65 and older. But Alzheimer's is not just a disease of old age. Up to 5 percent of people with the disease have early onset Alzheimer's (also known as younger onset), which often appears when someone is in their 40s or 50s.

Alzheimer's worsens over time. Alzheimer's is a progressive disease, where dementia symptoms worsen over the years. In its early stages, memory loss is mild, but with late-stage Alzheimer's, individuals lose the ability to carry on a conversation and respond to their environment. Alzheimer's is the sixth leading cause of death in the United States. Those with Alzheimer's live an average of eight years after their symptoms become noticeable to others, but survival can range from four to 20 years, depending on age and other health conditions.

Alzheimer's has no current cure, but treatments for symptoms are available and research continues. Although current Alzheimer's treatments cannot stop Alzheimer's from progressing, they can temporarily slow the worsening of dementia symptoms and improve quality of life for those with Alzheimer's and their caregivers.

Today, there is a worldwide effort under way to find better ways to treat the disease, delay its onset, and prevent it from developing.

Time and Group Size:

120 minutes (about 2 hours). 21 students.

Location:

Cinema City. Mosashvili str 24, Tbilis, Georgia.

## Activity 2

### 1. Introduction

This template's format is adapted from CISV (Children International Summer Village) International official form based on the Experiential learning model. Since there are no formal lesson plans in informal and non-formal learning situations, I will use this template for each activity I am going to plan during the course. I will use the term "activity" because it expresses better what I am doing with students rather than "a lesson".

### 2. Activity Topic

Please check the box which identifies the topic of the activity.

	Health and Illness		Business and Economics
	Play		Fashion
x	History		Danger and Risk
	News and Media		

Course Goals and Indicators: Please check only the ones your activity will focus on and collect evidence for.

	1.	Develop Self Awareness
	1a)	Gain awareness of alternative personal perspectives.
	1b)	Compare their own perspectives with others.
	1c)	Reflect on the challenges to their own views throughout the course.
	2.	Develop Leadership Skills
	2a)	Take initiative to plan and facilitate activities throughout the course.
x	2b)	Maintain values and rules of the group.
x	2c)	Take initiative for practical aspects.

	3.	Develop positive attitude towards other people
	3a)	Respect others by actively participating in all discussions.
x	3b)	Listen to and respect the opinions of others.
	4.	Develop language skills
x	4a)	Improving comprehensibility in speaking for the purpose of communicating in English.
x	4b)	Improving listening comprehension of different types of spoken English.
	5.	Critical thinking skills
	5a)	Thinking skills to make critical and rationale judgments.
	5b)	Interpret input and understand inference
	6.	Communicative
	6a)	Formulate, express and defend individual ideas and opinions while working in groups and during discussions.
x	6b)	Communicate (through speaking) effectively in everyday situations.
	6c)	Interaction between student and instructor.

Evidence: After collecting the evidence by an instructor, it will be clear if the students have learned what the activity intended. Evidence should be matched to the indicators identified for the activity.

Students were actively involved in discussion and expressed interest in the presented exponents, asked several questions to guide.

3. Process: Explanation how the activity will happen from the beginning to the end. Including the following things:

- (a) How the activity is introduced in relation to the topic
- (b) How the structure of the activity is explained, including group sizes and directions for what students will do
- (c) What the role of an instructor is during the activity

Students were taken to Simon Janashia Museum of Georgia, which was founded in 1852, when the Caucasian Division of the Russian Geographic Society was established. The museum consists of several exhibitions: The exhibition "Archeological Treasury" demonstrates the development of Georgia's ancient jewelry manufacturing culture (3rd millennium B.C. up to 4th century A.D.) The exhibition "Georgian Archaeology from 8th millennium B.C. up to 4th century A.D." represents a steady line of the development of Georgian culture from the Neolithic to late Antiquity.

The exposition "Natural History" shows a collection of very rare or nearly extinct species in the whole Caucasus region. Today many of them are entered in the Red Book. We also visited to the temporary expositions: "Soviet Occupation", "Georgians in WW II", "Georgian Weaponry of 17th – 20th cc", "Oriental Art Collections", together with recent discoveries of Dmanisi such as remain of the oldest humans, animals and stone tools. This was a guided tour in English Language.

Follow up discussion:

What questions will help students on what they experienced and learned?

Discussing museum rules and etiquette with the students.

How is visiting a museum different from visiting another cultural site or attraction such as statue of St. George?

Why are museums an important part of communities?

What do we learn from museums?

What should people know before coming to the museum?

What was the "must see" exhibit at the museum?

What exhibited thing had a special meaning for you?

Did you enjoy going to the museum with your mates or would you like to go alone?

Did you find out anything familiar for you that you already knew from history?

What did you find interesting?

#### 4. Materials and Background Preparation

Materials:

N/A

Time and Group Size:

120 min. 14 students

Location:

Simon Janashia Museum of Georgia. Tbilisi, Georgia.

Description of Tests used for the assessment of English language acquisition.

Students speaking proficiency in both groups were assessed four times during the experiment: 1 pre-test, 2-while and 1 post-test. The test was adopted from IELTS (The International English Language Testing System) Speaking test that measures the language proficiency of people who use English as a language of communication and was designed to assess a wide range of skills, to see how well the students could express opinions and information on everyday topics, organize their ideas, analyze and discuss issues. Tests and assessment rubrics were in the same format to ensure comparability of results. The test lasted for 8-10 minutes and was made up of two sections. 1 that took 3-4min and students were asked general questions on familiar topics e.g. home, family, studies, interests. This section helped them to relax and talk naturally. The second section was individual long-term – when students were asked to talk about a particular topic. They were given one minute to think about and prepare themselves and then 2-3 minutes for talking. The assessment enabled me to assess students' fluency and coherence, lexical resources, grammatical range, accuracy and pronunciation. Speaking assessment was carried out by a 9-point system, an easy scale that identifies language level, from non-user (band score 1) through to expert (band score 9). The students' responses to the tests were analyzed with other lecturers for validation. These two lecturers were Nino Tvalchrelidze, an Assoc. Professor at IBSU and Maia Samkhanashvili, deputy assistant of dean at the Faculty of Humanities and Social Sciences. Below one sample test is provided.

IELTS Speaking Test Sample - Part 1

Where are you from?

Can you describe your town or village to me?

What do you like about your town?

How has your town changed over the last twenty years?

If YES what changes have taken place?

Do you think it is better to live in the center of town or outside in the country? Why?

Part 2 - Individual long turn

Candidate task card

Describe a beautiful place to visit in your country

You should say:

Where it is

How to get there

What there is to do when you are there

And explain why you recommend this place

You have one minute to think about what you are going to say

You can make some notes to help you if you wish

You will have to talk about the topic for 3 to 4 minutes

Results for experimental group

The test results for the experimental group are presented below in table 4.2, which illustrates 23 students' performance at four different stages of assessments. The information given in the following table shows all students' improvement in English language acquisition. If we look at the points of while tests, we can infer a slight improvement (0.5), which does not have a significant and statistical value, however points were improved in while 2 and post-test.

Table 2. Experimental group test results

Student	Pre-test	While1 test	While 2 test	Post-test	Value added
Student 1	6.5	6.5	6.5	7.0	+0.5
Student 2	4.5	5.0	6.0	6.5	+2.0
Student 3	5.0	5.5	6.5	6.5	+1.5
Student 4	6.5	6.5	7.0	7.5	+1.0
Student 5	5.0	5.5	6.5	6.5	+1.5
Student 6	4.5	4.5	5.5	6.0	+1.5
Student 7	4.0	5.0	6.0	6.0	+2.0
Student 8	4.0	5.0	6.0	6.0	+2.0
Student 9	4.0	4.0	5.5	5.5	+1.5
Student 10	4.0	4.5	5.0	5.5	+1.5
Student 11	7.0	7.5	8.0	8.0	+1.0
Student 12	4.0	5.0	5.5	6.5	+2.5
Student 13	4.5	4.0	5.5	5.0	+0.5
Student 14	6.5	6.5	7.0	7.5	+1.0
Student 15	4.5	4.5	5.0	5.5	+1.0

Student 16	4.0	5.0	6.0	6.0	+2.0
Student 17	4.0	4.5	5.0	6.0	+2.0
Student 18	5.0	5.5	6.0	6.5	+1.5
Student 19	4.5	5.5	5.5	6.0	+1.5
Student 20	6.5	6.5	7.0	7.0	+0.5
Student 21	5.0	5.5	5.5	6.0	+1.0
Student 22	7.0	7.5	8.0	8.0	+1.0
Student 23	5.0	5.5	6.5	7.0	+2.0
Mode	4.0	5.5	5.5	6.0	1.5
Median	4.5	5.5	6	6.5	1.5
Mean	5.02	5.43	6.13	6.43	1.41
Standard Deviation	1.07	0.99	0.85	0.80	0.55

The test results for the experimental group show students' improvement in communicative competence. In the pre-test, the highest point was 7.0, in test 1 the highest was 7.5 and in test 2 and post-test the highest point was 8.0. Only one student had a slight decrease from test 1 (5.5) to post-test (5.0), but overall s/he had improvement from 4.0 (pre-test) to 5.0 (post-test). The table also shows a constant increase in the central tendency of the data set. Mean (arithmetical average) goes from 5.02 (Pre-test) → 5.43 (While Test 1) → 6.13 (While Test 2) → 6.43 (Post-test). We can see that the mode (most occurring grade within a set of numbers) is the same (5.5) for tests 1 and 2, however, there is a big difference between pre (4.0) and post-test (6.0). The median (middle value between the top and the lowest result) rises from 4.5 (Post-test) → 5.5 (while 1) → 6.0 (while 2) → 6.5 (Post-test) which demonstrates considerable growth. It should be mentioned that the standard deviation decreases. A low standard deviation indicates that data points tend to be close to the mean. It decreases from 1.07 (pre-test) to 0.80 (post-test) which explains students' success in language acquisition. The constant increase of mean and median can be visualized in Figure 4.10. and 4.11.

Figure 10. Mean for the experimental group



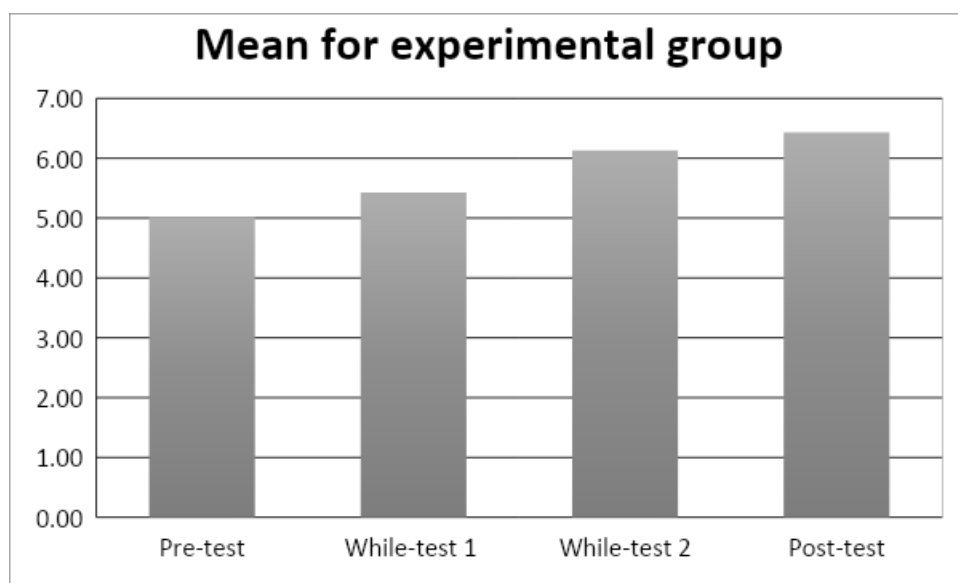
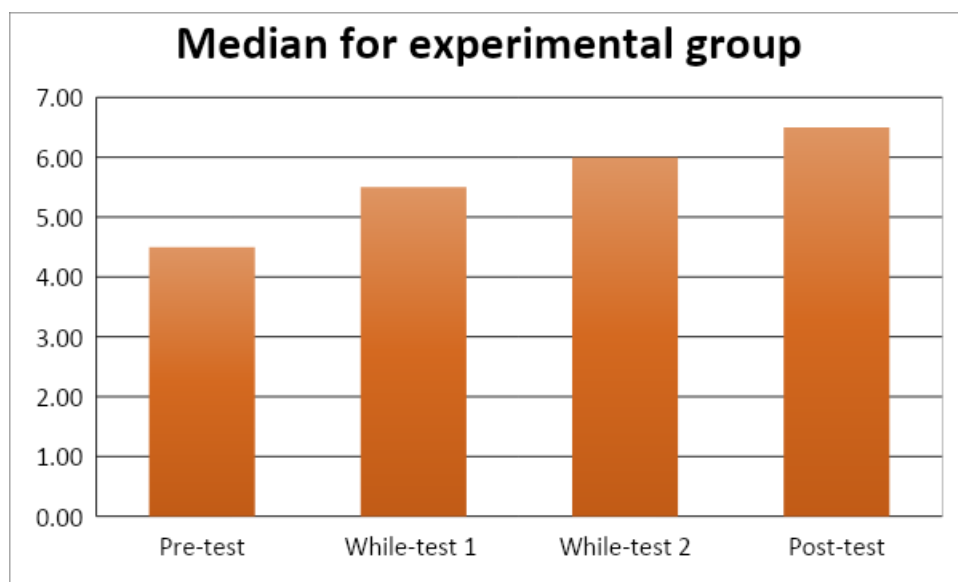


Figure 11. The median for experimental group



Student 12 was the most successful in improving points since his/her pre-test point was increased by 2.5 points. The other students also showed success. Their points increased by 2.0 1.5 1.0. There were only 3 students who had a slight improvement (0.5) in the post-test compared to the pre-test. However, their high level of proficiency must be mentioned at their first stage. The results provide us with very important research material, which proved the effectiveness of foreign language acquisition in informal and non-formal learning settings.

### Test results for the control group

Test results for the control group are presented in Table 3. below which illustrates 26 students' performance at four different stages. Results differ from the experimental group results. 5 students did not show any improvement in language competence at all and a few of them had a point decrease in while and post-tests compared to pre-test. The rest of the students saw a slight improvement of 0.5, or 1.0 points.

Table 3. Test results for control group

Student	Pre-Test	While1-Test	While2-Test	Post-Test	Value added
Student 1	5.0	5.5	-	6.0	+1.0
Student 2	7.0	7.0	7.0	7.0	0
Student 3	4.5	4.0	4.5	4.5	0
Student 4	4.5	4.5	5.0	5.5	+1.0
Student 5	7.0	7.5	8.0	8.0	+1.0
Student 6	4.5	4.5	4.0	5.0	+0.5
Student 7	4.0	4.0	5.0	4.5	+0.5
Student 8	4.0	4.5	5.0	5.5	+1.5
Student 9	5.0	5.5	5.5	5.5	+0.5
Student 10	6.5	6.0	6.5	7.0	+0.5
Student 11	4.0	4.5	5.0	5.0	+1.0
Student 12	6.5	6.5	6.0	6.0	-0.5
Student 13	6.5	6.5	6.5	7.0	+0.5
Student 14	6.0	6.5	6.5	7.0	+1.0
Student 15	4.0	4.0	4.5	5.0	+1.0
Student 16	6.0	5.5	5.0	5.5	-0.5
Student 17	4.5	5.0	5.5	5.5	+1.0
Student 18	5.0	4.0	4.5	5.0	0
Student 19	4.5	4.5	5.0	6.0	+1.5
Student 20	5.0	5.5	6.0	5.5	+0.5
Student 21	4.5	4.5	5.0	5.0	+0.5
Student 22	5.5	5.5	5.0	6.0	+0.5
Student 23	4.0	4.5	4.5	5.0	+1.0

Student 24	5.0	5.0	4.0	5.0	0
Student 25	5.0	5.0	4.5	5.0	0
Student 26	4.0	4.0	4.0	4.5	0.5
Mode	4.0; 4.5; 5.0	4.5	5	5	0.5
Median	5.0	5.0	5.0	5.5	0.5
Mean	5.07	5.15	5.28	5.63	0.63
Standard deviation	0.98	1.00	0.99	0.91	0.43

The control group results show that only 2 students out of 26 were successful in communicative competence improvement whose points increased by 1.5 points compared to their starting stage. The control group was multimodal (4.0; 4.5; 5.0) before the experiment but after the post-test it did not show an increase of language level. It must be mentioned that the median shows slower growth during the process than the experimental group. The below figures are presented for better illustration.

Figure 12. Mean for the control group

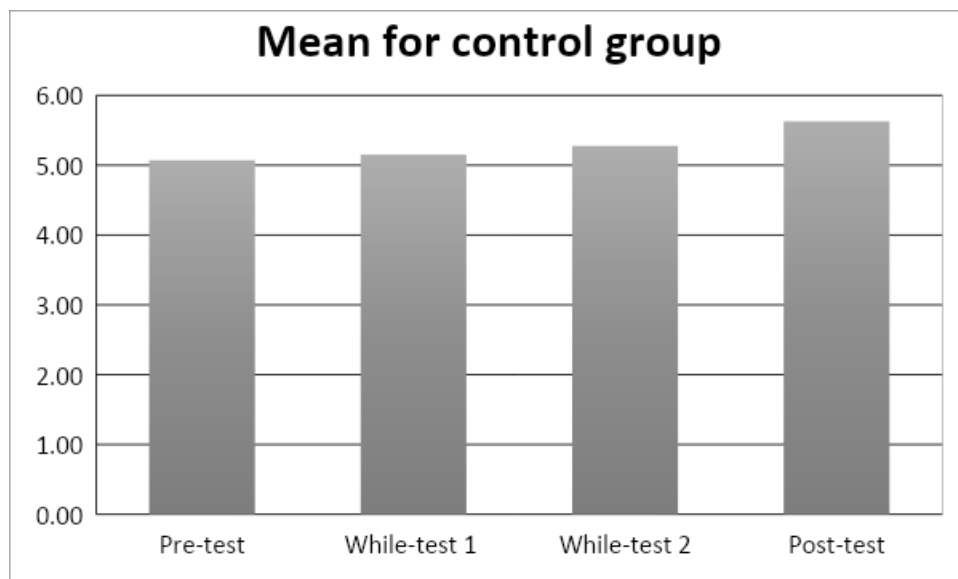
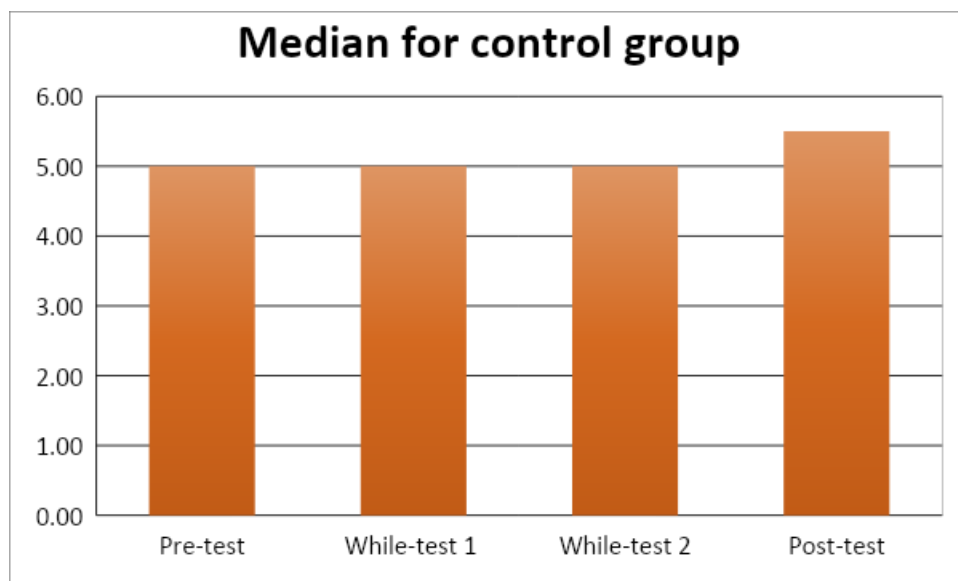


Figure 13. Median for the control group



If we compare the test results of experimental and control group, we will see the difference in progress. It is notable to mention that both mean, and median were lower in the experimental group than in the control group, but it gradually rises in the experimental group while median stays the same (5.0) in the control group and slightly goes up in post-test by 0.5 points. Below are figures for better comparison.

Figure 14. Mean test comparison during the experiment

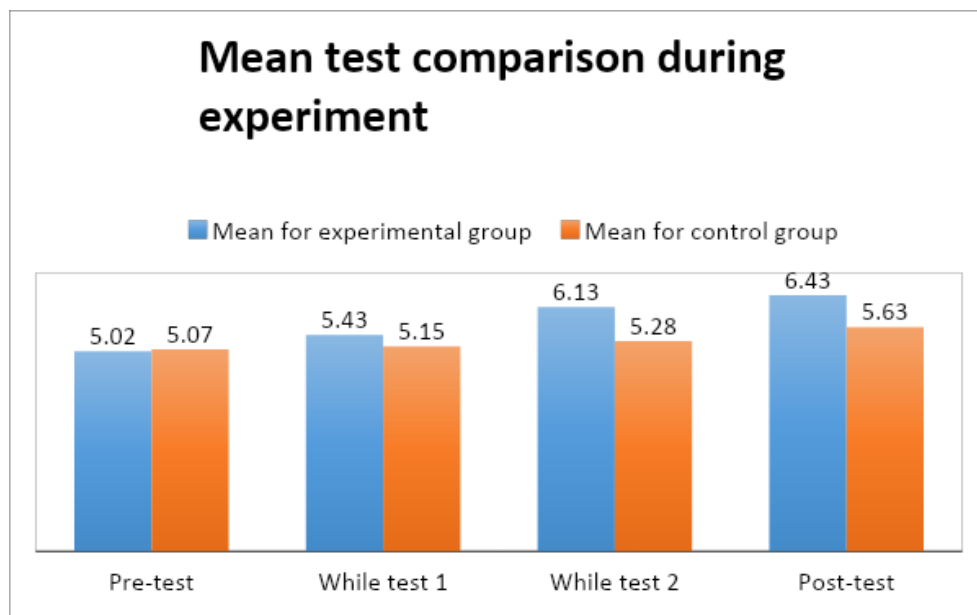
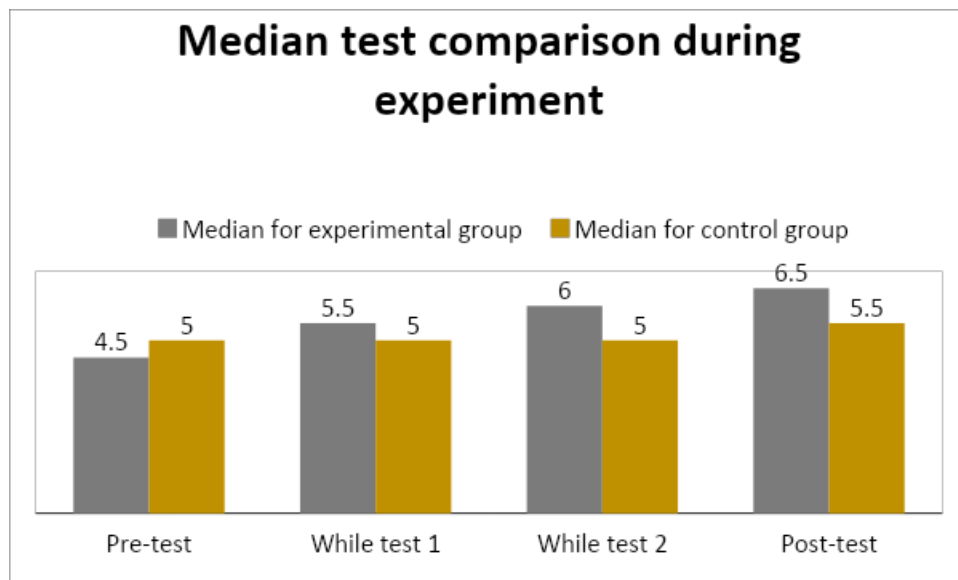


Figure 15. Median test comparison during the experiment



### Study 3 – Post questionnaire for students evaluating their language competencies

The following research refers to evaluating and analyzing the impact of informal and non-formal activities suggested to the experimental group, how those activities affect students' language development, level of motivation and self-confidence increase.

#### Method

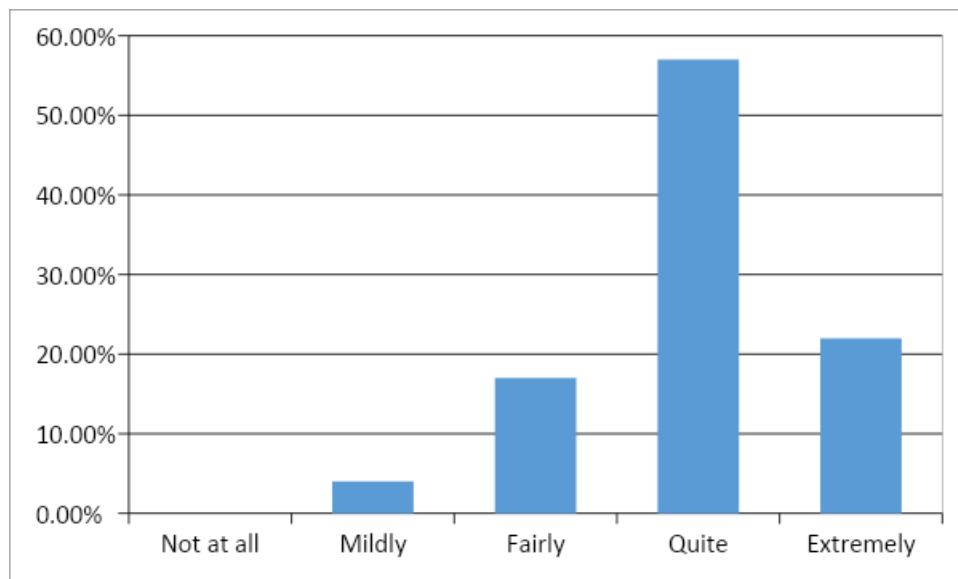
I used a paper-based variant of the questionnaire (the questionnaire can be seen in the appendix) which was sent to 23 students. The questionnaire contained 10 optional and one close-ended question on language development, collaborative learning, keeping motivation high and the impact of informal and non-formal learning on communicative competence increase.

#### Results

##### Question 1. Have your speaking skills enhanced?

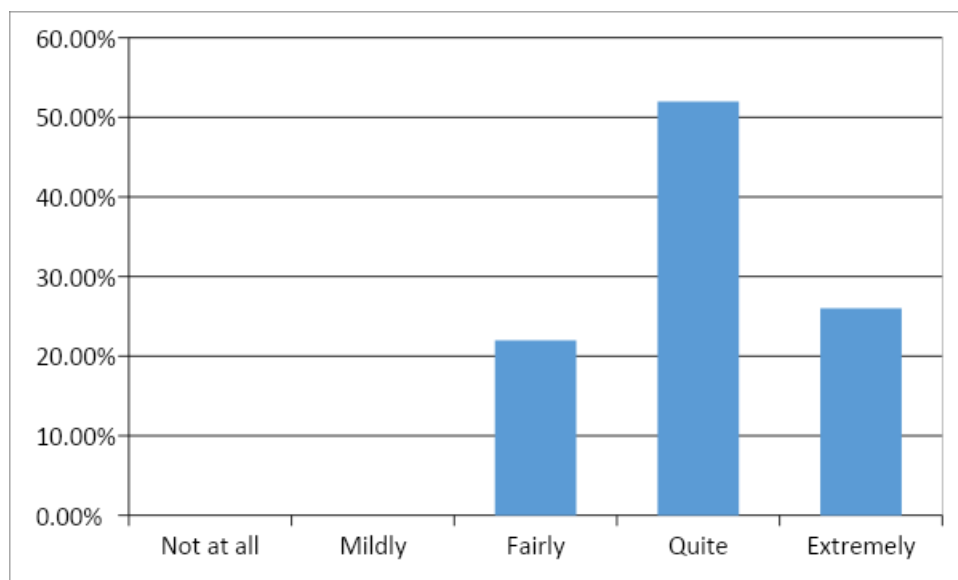
The answers show that most of the students "Quiet" and "Extremely" improved their speaking skills throughout the course, which is 79% in total. Only 27% of the students "Mildly" or "Fairly" developed competence in speaking. Even though 42% of the students rated their speaking skills as "Excellent" and "Good" before starting the course, they still improved in speaking.

Figure 15. Speaking skills' improvement



Question 2. Have your listening skills been enhanced?

Figure 16. Listening skills' improvement



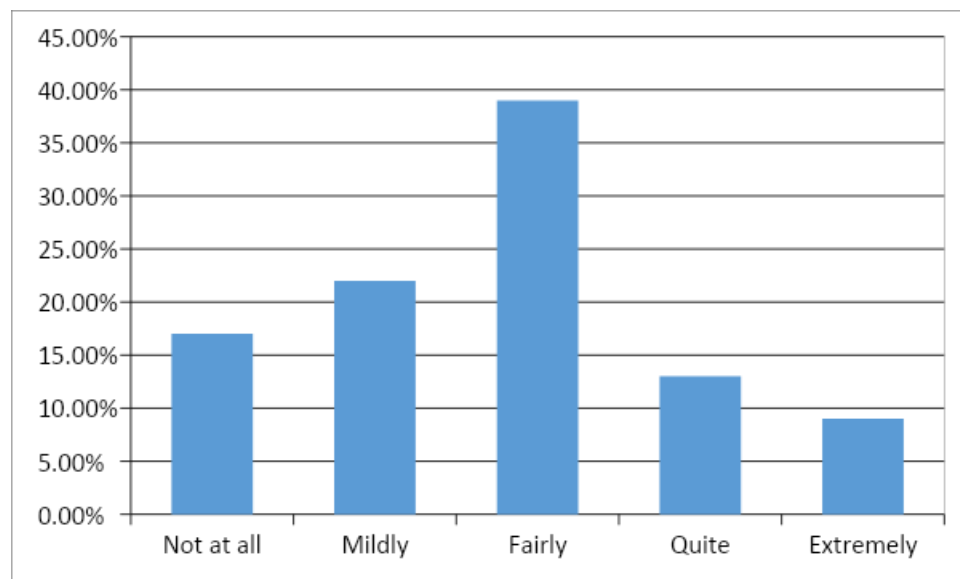
Students' responses to whether their listening skills improved or not during the experiment, we have almost the same index as for the speaking skills improvement. 78% of the students enhanced listening skills by "Quite" and "Extremely".

Only 22% of the students "Fairly" improved listening skills. Attendance of the lectures must be mentioned. Not all the students attended lectures regularly, which might affect listening skill improvement.

Question 3. Did you prepare yourself in terms of vocabulary (specific words and phrases) before each activity?

Most responses, 78% were allocated to the response that students did not prepare themselves in terms of vocabulary before each activity. The number of students who were "Extremely" or "quite" prepared thematic new words and phrases was 22%. It is notable to say that learning new words in advance is not that important since non-formal and informal learning is all about "hands-on experience" rather than beforehand.

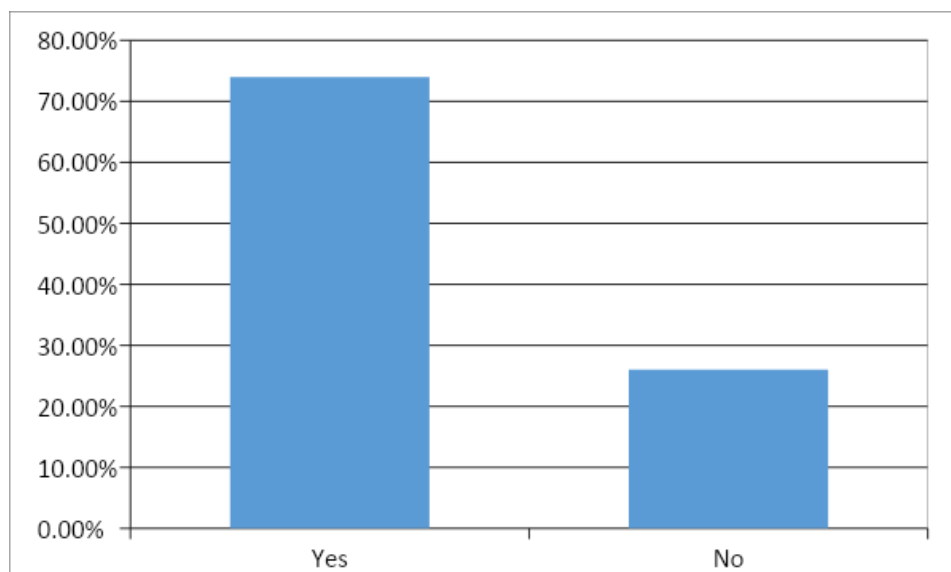
Figure 17. Learning vocabulary before activities



Question 4. Did team working assist you to improve your language skills? If YES, How?

Figure 18. The impact of team working on the improvement of language skills



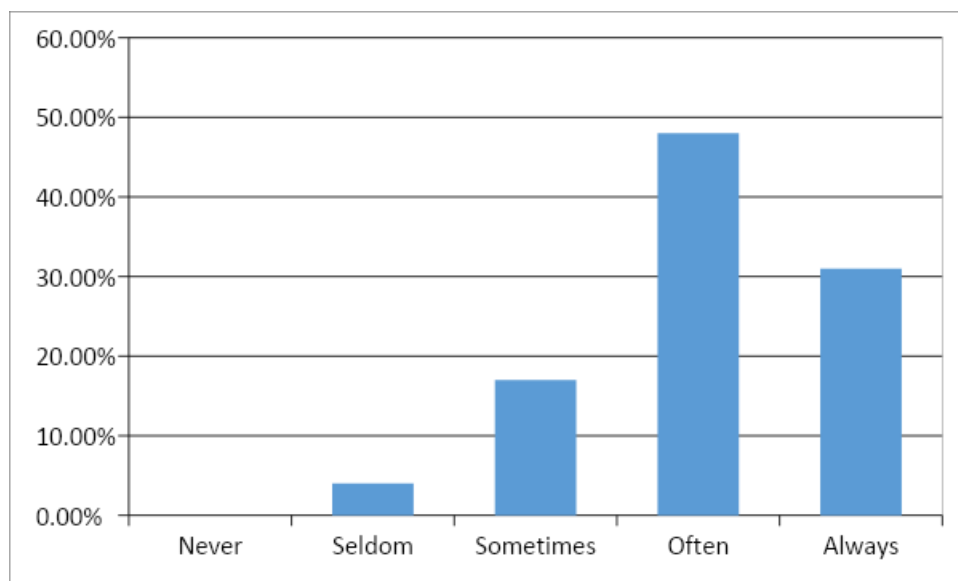


As one can observe, most of the students, 74%, benefited from group work. During each activity, students had a task to work collaboratively. For example, preparing posters, making a presentation afterwards, and writing a blog on fashion. All this helped them to assist each other to improve their language skills.

Question 5. - Did you contribute much to group discussions?

Group discussions are one of the most important. We talk about speaking skills enhancement, which affects self-confidence and increases the level of motivation. Up to 80% of the respondents think that they contributed to group discussion "Often" and "Always", which is a noticeably high index. 17% of the students were "Sometimes" involved in all discussions and 4% - "Seldom". Reasons for not participating in all discussions might be a lack of knowledge and not being confident enough that those students have rated their speaking skills improvement as "Fairly" or "Mildly".

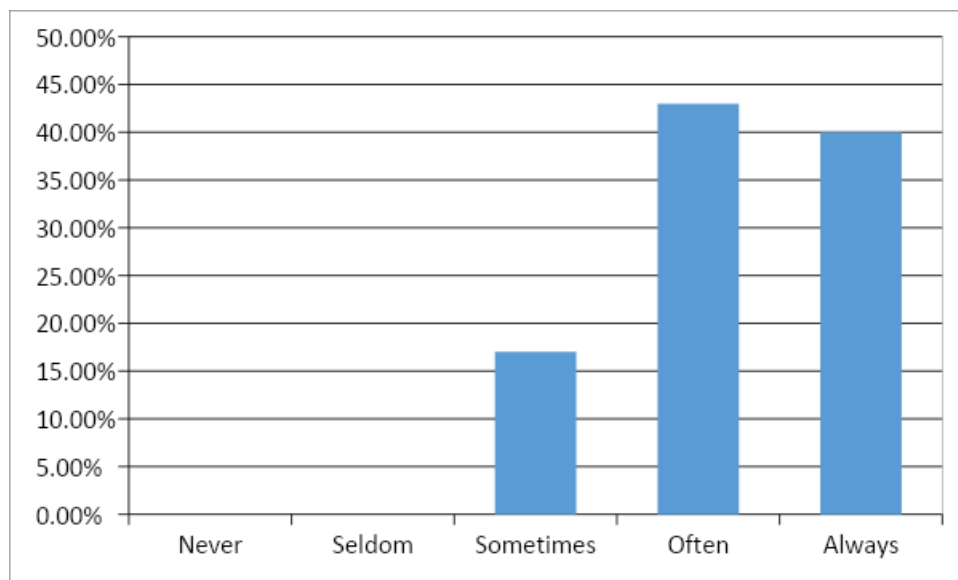
Figure 19. Contribution to group discussion



Question 6. Did you consider others' opinions during discussion and group work?

Gaining awareness of alternative personal perspectives and comparing one's perspective with others was one of the main goals of each activity. While working with students in small groups and then big discussions, respecting and considering each other's opinions during activities was very important for a smooth collaboration. The graph below shows the same. All the students allocated positive results. 83% of the respondents considered others' opinions "Always" and "Often" and 17% - "Sometimes".

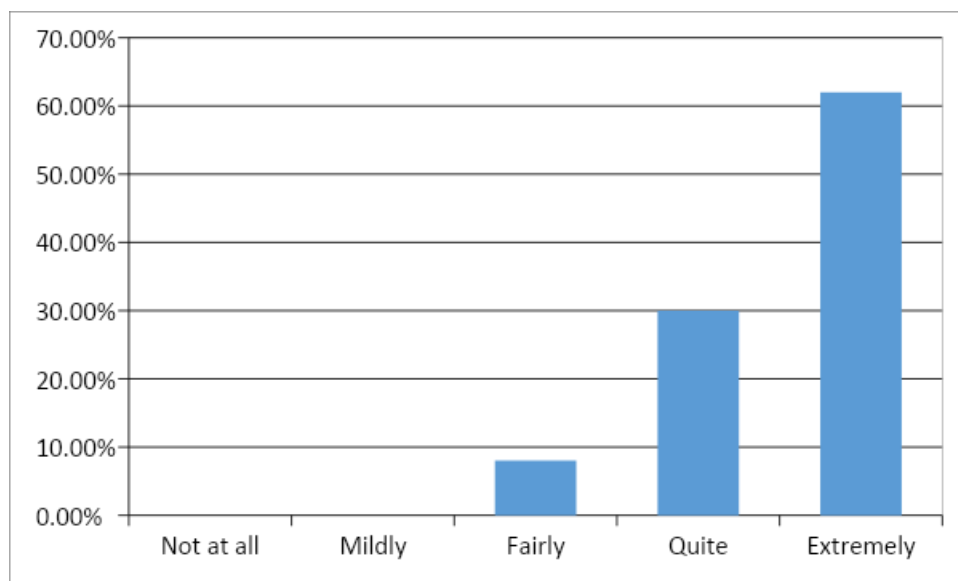
Figure 20. Considering other's opinions during activities



Question 7. Did your motivation increase while participating in the course?

Informal and non-formal activities were suggested to the experimental groups that positively influenced participants and increased their level of motivation. 62% of the students felt "Extremely" motivated after the course, 30% - rated their level of motivation as "Quite" high, and only 8% stayed "Fairly" motivated. The results show that participating in such activities positively affects motivation level which is an important factor.

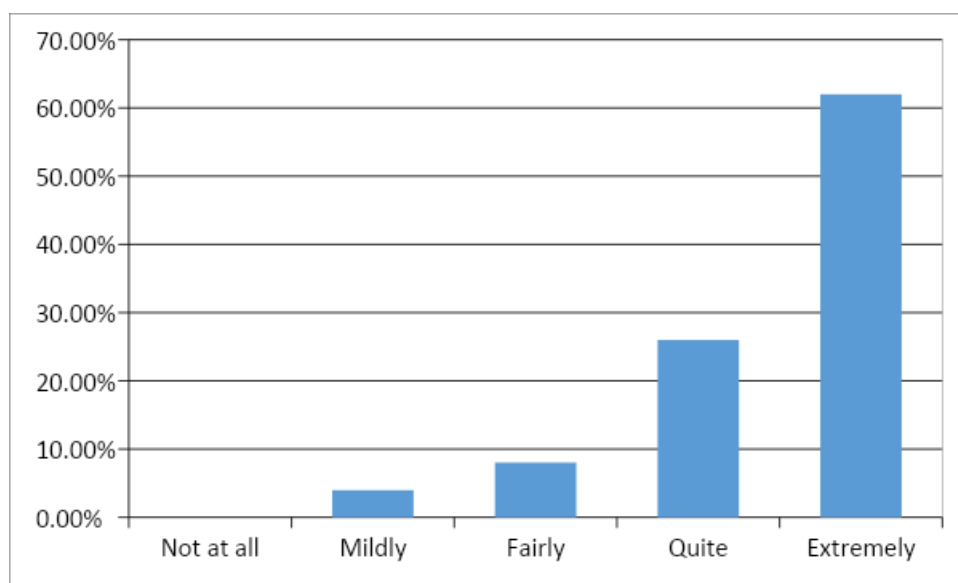
Figure 21. Increase the level of motivation



Question 8. Did your self-confidence in using the English language increase while participating in the course?

As we can see, 61% of the students responded that their self-confidence increased "Extremely" while participating in the course. 26% felt "Quite" self-confident. "Fairly" and "Mildly" were given together by 13% of the students. There was not anyone whose self-confidence did not increase at all. Proving that courses and activities helped the students to improve their speaking abilities to communicate not only in everyday contexts but in more sophisticated discussions, and thus, their self-confidence increased while using the English language.

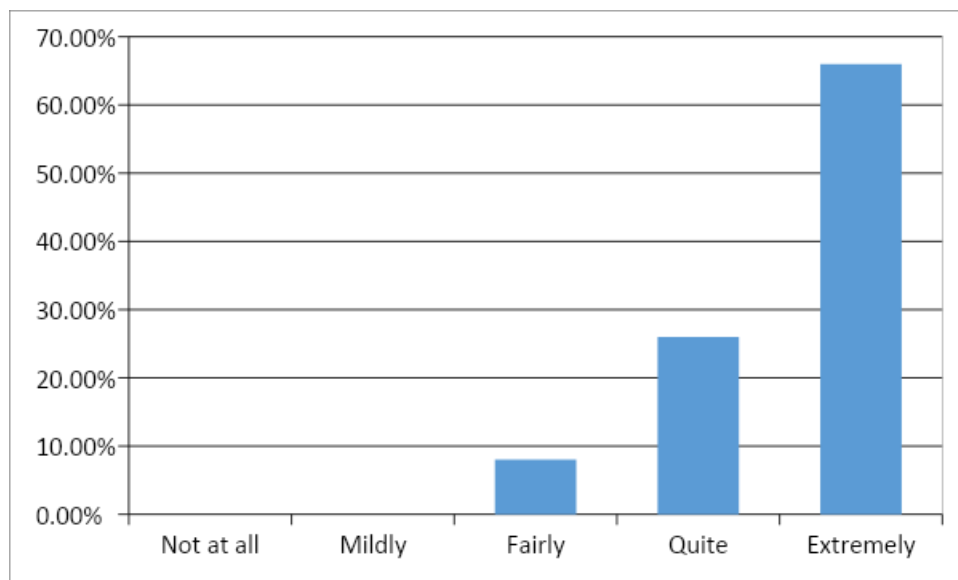
Figure 22. Self-confidence of using English increase



Question 9. Do you feel encouraged to study on your own?

66% of questioned students "Extremely" and "Quite" (26%) felt encouraged to study on their own. Yet, 8% "Fairly" felt encouraged. Informal and non-formal activities helped students improve communicative competence, which affects motivation level and self-confidence and finally, students are encouraged to study and develop independently. It is a kind of chain reaction.

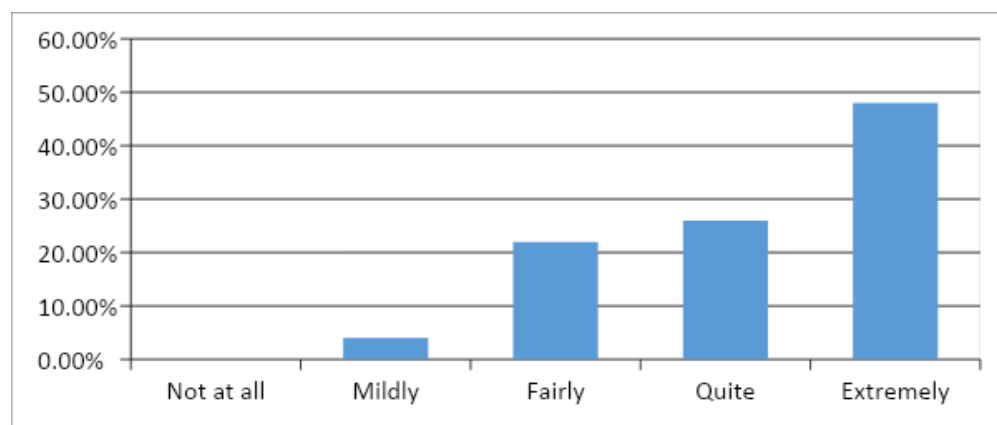
Figure 23. Encouragement to study independently



Question 10. Is learning/practicing a language while participating in a course different from formal/university work?

Topics of speaking activities were the same for both experimental and control groups. These topics for the experimental group were suggested, in an informal and non-formal way. For example, the topic “History” was covered at the Simon Janashia Museum of Georgia while interacting with an English-speaking guide. Students had a chance to learn from experience rather than from books or listening to lectures. This is different from formal learning suggested at universities or any other formal institution. The figure below shows the same. 74% of respondents think the course was “Extremely” and “Quite” different from university work. 22% of the students think it differs “Fairly” and yet, 4% - “Mildly”. There is not anyone who thinks that courses and activities suggested to students do not differ from formal learning.

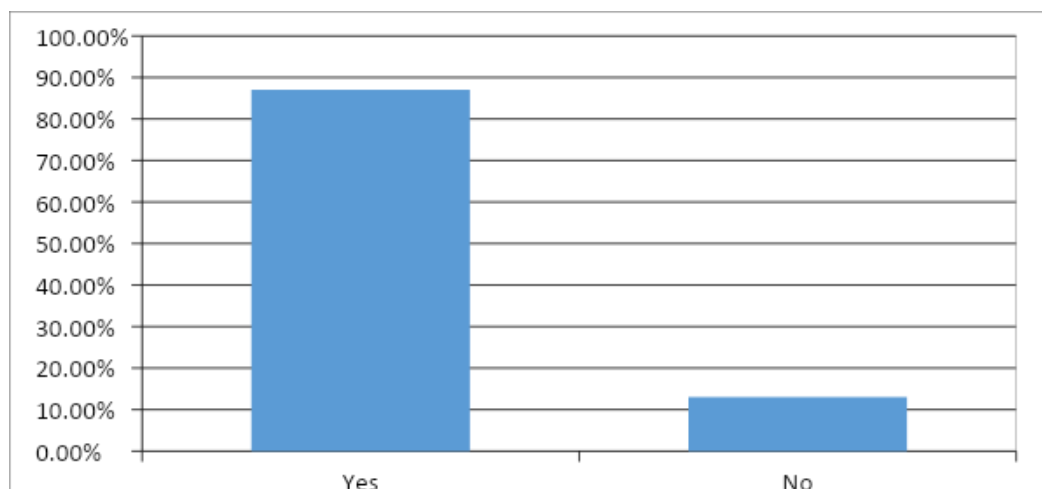
Figure 24. Difference of formal, informal and non-formal learning of languages



Question 11. Do you feel that non-formal and informal learning helped you to develop speaking and listening competences? If YES, how?

Most responses 88% were allocated to the response that informal and non-formal learning of English language helped students to develop speaking and listening skills. Yet, 12% of the students think a learning setting that is different from university studies did not help them.

Figure 25. Language proficiency development with the help of informal and non-formal activities



## 5. Conclusion

The research indicated that university students who experienced language learning in informal and non-formal learning settings had better language competencies compared to the students without experiencing such learning contexts. Both experimental and control groups underwent different procedures, and the data was presented comparatively to show the significant difference. It also demonstrated how students' motivation level, self-assurance, and presentation abilities improved during the semester.

While the study had a limited number of participants and duration, it suggests broader applicability. Educators might consider incorporating informal and non-formal learning settings to enhance language skills, motivation, and confidence among students, complementing formal education with authentic language practice.

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## Challenges of Underachievers in EFL Classes at School and the Ways to Support Them

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### Abstract

The article investigates challenges that underachievers face in the process of learning English language at schools and the ways to support them. The paper presents findings and conclusions based on a literature review concerning the issue. The study aims to ask how underachievement at school is identified and how it can be handled to help students become effective learners. Based on the research done, recommendations and conclusions will be drawn which can be helpful for teachers, parents, students and school administration to make the language learning process more productive for every student.

**Keywords:** underachievement, underachievers, EFL class challenges

### 1.Introduction

In education, English as a foreign language (EFL) classes hold significant importance in helping learners develop language skills and adapt to new. Yet, many students struggle with underachievement due to certain psychological obstacles. These students, often labeled as underachievers, encounter a lot of challenges that impede their language learning progress. Understanding why EFL students underperform in school is important for teachers and policymakers. By looking closely at these challenges, teachers can craft customized strategies for assisting underperforming students efficiently. This article aims to investigate why some EFL students don't do well in school, looking at what causes this, how it shows up, and what can be done to fix it.

It is crucial to first define the aspects of EFL acquisition and concept of underachievement in the context of EFL education. Underachievement encompasses more than just academic performance; it encompasses a discrepancy between a student's actual performance and their potential, often characterized by a lack of motivation, engagement, or self-efficacy. Very often underachievers may struggle with language comprehension, production, or both, or getting below-the -standard points in tests, leading to frustration and disengagement from the learning process.

Moreover, the challenges faced by underachievers in EFL primary classes are influenced by numerous factors, ranging from individual differences in cognitive abilities and learning styles to socio-cultural backgrounds and classroom dynamics. These factors interact in complex ways, shaping the experiences and outcomes of underachieving students in EFL settings. Although underachievement is quite common in EFL primary classrooms, there is a notable scarcity of research dedicated specifically to this concern. While current literature provides valuable perspectives on

underachievement within general education and language learning domains, there exists a necessity for focused exploration into the distinct hurdles encountered by underachieving students in EFL primary settings.

Therefore, this article aims to fill this gap by conducting a comprehensive examination of the challenges encountered by underachievers in EFL. This study aims to understand why EFL students struggle in school by combining previous research, looking at real-world evidence, and using theories from fields like linguistics and psychology.

## **2. Literature Review on challenges of underachievers in EFL classes and the ways to support them**

### Aspects of English Language Acquisition in EFL Classes

When discussing language acquisition, the theory proposed by Chomsky should be taken into account according to which children are equipped with a Language Acquisition Device (LAD) from birth (Chomsky, 2000). He claims that the LAD enables the interpretation of language. On the other hand, from Bruner's perspective, the Language Acquisition Support System (LASS) facilitates language structuring through social interactions (Johnson, 2004). The Critical Period Hypothesis suggests that language acquisition must occur within a specific timeframe, typically ending around puberty (Birdsong, 1999). Ellis (1997) suggests that a person's first language influences the sequence of acquiring a second language. Additionally, scholars argue that differences in first and second language acquisition among children are influenced by factors such as age, location, timing of second language exposure, and individual learning styles. (Ruyun Hu, 2016)

Any discussion regarding the acquisition of a second language must incorporate Krashen's Monitor Model, according to which language is acquired by prioritizing understanding, leading to the acquisition of grammatical structure (Krashen, 1982). Krashen also discusses the 'silent period' phenomenon, noting that many ESL classrooms do not afford students this period as they are required to produce language before attaining sufficient syntactic competence, a common observation in educational settings. Cummins distinguishes between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1999), explaining why children may acquire conversational fluency in their second language faster than achieving academic proficiency, as mentioned by Cummins (Cummins, 1999). The seemingly effortless acquisition of a first language by children is attributed to environmental and social factors, suggesting that acquiring a second language after mastering concepts in the first language could be beneficial (Baker & Hornberger, 2001). However, nowadays a lot of kids have direct access to English speaking context involving bloggers, vloggers, games where they communicate in English leading to conversational fluency in the second language without necessarily achieving academic accuracy.

Another issue worth considering about EFL acquisition can be the age matter. The critical period hypothesis suggests that there is a finite window of opportunity during childhood when language learning is most effective (Cruz, M. B. (2019). Proponents argue that younger learners possess greater neuroplasticity and cognitive flexibility, facilitating more natural language acquisition. Morford and Mayberry (2000) observe that individuals exposed to language early

consistently outperform those exposed later. This assertion aligns with the notion that language learning is more successful during early childhood, encapsulating the "the younger the better" hypothesis. Conversely, an opposing perspective, "the older the better," suggests that older language learners exhibit greater success and efficiency. Supporting evidence includes Ekstrand's findings that L2 learning ability "improves with age" (Ekstrand, 1976. p. 130) and Harley's research favoring faster acquisition rates among late beginners

However, Snow and Hoefnagel-Hohle (1978) present evidence indicating that while most children may ultimately excel in second language acquisition (SLA) compared to adults, they may not always progress more rapidly. Adults may demonstrate swifter progress initially, but children outperform adults and adolescents in eventual proficiency. Consequently, this perspective lends support to the notion that early exposure to language may be advantageous in the long term (Cummins, J et al, 2001).

Johnson and Newport (1989) assert that the age at which individuals are exposed to a second language significantly predicts their success. According to findings, there are minimal disparities in second language aptitude before the age of 10, and older learners are unlikely to achieve native-like language skills, exhibiting considerable variation in eventual proficiency. Consequently, it is widely accepted among scholars that disparities exist between children and adults in their ultimate proficiency in second language acquisition. Singleton and Ryan (1989) also highlight the heightened success of young learners in phonetic and phonological performance. This suggests that young learners are more likely to acquire native accents when exposed to a foreign or second language at an early age. However, we should not think that for primary level student EFL acquisition comes with only a few challenges. Children will perform better than adults in some areas such as the native accent, but adults will be the fast language learners. It should be noted that young children do not possess knowledge of effective strategies and do not have well-developed long-term memory. That is why they might be struggling more while learning languages.

#### Definition of the term "underachiever"

Underachievement in English language learning is widely observed among nonnative students around the world and has turned into an important issue for both students and teachers. Low achievement is not always due to low cognitive abilities. It may be the result of the mismatch between the teaching approach and the learning styles, or the lack of awareness about learning strategies. In addition, all teachers agree that positively motivated students achieve more than the demotivated ones

Underachievement is experienced by individuals who work well below their known potential (Van den Aardweg, E. 1999). This definition encapsulates the common understanding of underachievement. Underachievers are often depicted as disengaged, poorly adjusted, and lacking in ambition (Lovett & Lewandowski, 2006). Contributing environmental factors include crowded classrooms, rigid teaching methods, and challenging socio-economic conditions (Parsons, 1996). Whitmore (1985) defines underachievement as academic performance substantially lower than the learner's

demonstrated potential, highlighting the importance of identifying gifted underachievers for three key reasons (Whitmore, 1985).

Some scholars (Ekins, 2010; Gillies, 2008; Gorard & Smith, 2004; Smith, 2007; Plewis, 1991) have expressed concerns that underachievement is often used interchangeably with terms like low achievement, low academic performance, academic under-attainment, differential attainment, or performance, to characterize groups of students rather than individuals. It is argued that underachievement encompasses a more complex framework that involves individual aspects rather than generalized references to the low-test scores of student populations (Smith, 2007).

Underachievement is commonly defined as academic performance, typically measured by grades, that falls significantly below what would be expected based on the student's cognitive abilities as assessed by standardized intelligence tests. Similarly, underachievement is conceptualized as the disparity between a child's actual academic performance and the achievement levels predicted by their intellectual capabilities (Diaz, 1998; Dowdall & Colangelo, 1982; McCall, Evahn, & Kratzer, 1992; Reis & McCoach, 2000).

The challenge arises from the variability in criteria, methods, and assessment tools used to identify underachievers, making it difficult to accurately identify them (Smith, 2007). Additionally, a psychometric definition may be problematic as it may not accurately reflect the academic performance of minority students, who often do not perform well on standardized tests, leading to potentially invalid assumptions (Ford, 1996; Ford & Thomas, 1997).

Furthermore, applying a psychometric approach to underachievement in terms of mental capacity or ability implies a comparative and fixed view of intelligence, limiting how it is perceived and exhibited. Using the concept of potential to explain a person's failure to achieve their optimal level undermines the power of the mind. This perspective is particularly concerning for students with special needs, such as those with intellectual disabilities, as it implies that their achievement is limited by their mental capacity (McGrew & Evans, 2004).

Broadly, the term is commonly used to describe both poor performance on a national scale and individual academic struggles (Smith, 2007). However, there is no universal consensus on a single definition of underachievement or on methods for measuring and identifying it (Dowdall & Colangelo, 1982; Plewis, 1991; Smith, 2007).

#### Several Challenges of Underachievers

Underperformance poses a significant worry for both parents and educators in today's competitive environment. It stems from various influences, including personal traits, family dynamics, school environment, and socioeconomic status. In any case, difficulties with school tasks can leave children frustrated and parents and teachers wondering about the barriers that are preventing learning. Underachievement may be a symptom of any number of cognitive, emotional and social difficulties.

There can be different reasons for underachievement and to tailor a proper approach the reason should be identified. These factors can be external and internal. According to Karanauskienė, D., Lileikienė, A., & Danilevičienė, L. (2015) underachievers may face different internal challenges. Some of them are given below.

- Poor self-esteem, which might be caused by the fear of looking unacceptable, lack of self-confidence or too much self-criticism.
- Poor self-discipline, caused by laziness, procrastination, finding faults with others.
- Unfavorable personal attitudes- Inadequate perception of the course, poor attitudes towards the course
- Poor motivation- underachievers in EFL classes often exhibit low levels of motivation and engagement. Factors such as lack of interest, perceived competence, and goal orientation contribute to motivational deficits among these students.
- Poor learning skills- Not knowing how to learn the language, absence of self-study skills

According to social cognitive theory (Bandura, 1999), beliefs about self-efficacy form the basis for human motivation, well-being, and achievement. If people do not believe their actions can lead to desired outcomes, they lack the incentive to act or persist when faced with challenges. These self-beliefs influence almost every area of individuals' lives, affecting whether they think positively or negatively, how well they motivate themselves and endure difficulties, their susceptibility to stress and depression, and the choices they make. Self-efficacy also plays a crucial role in self-regulation, guiding individuals as they correct their actions and thoughts. It's important to distinguish self-efficacy beliefs from outcome expectations.

As researchers sought to understand the relationship between personality and academic performance, the use of personality inventories to assess individual students became more common. The Big Five personality traits, established through extensive research and validation, are widely accepted (Berecz, 2008). Among these traits, conscientiousness and impulsivity are consistently linked to academic success. Conscientiousness encompasses traits such as responsibility, timeliness, self-discipline, a need for achievement, determination, dutifulness, dependability, and purposefulness (Grehan, Flanagan, & Malgady, 2011; Preckel, Holling, & Vock, 2006). It is synonymous with being meticulous and careful. Highly conscientious individuals are often described as efficient, orderly, thorough, persevering, and sometimes even "fussy" (Pychyl, 2010). Conversely, students with low conscientiousness may be distractible, disorganized, careless, or lazy, often making impulsive decisions and experiencing gaps between their intentions and actions (Steel, 2007).

Unfavorable personal attitudes can lead to underachievement in several ways. First, it is directly linked with motivation. If students have a negative attitude towards a course, they are less likely to be motivated to engage with the material, participate in class, or put effort into their studies. This lack of motivation can result in minimal effort and poor performance. Students might skip classes, not pay attention during lessons, and avoid completing assignments, all of which contribute to lower academic performance. Furthermore, negative attitudes can heighten feelings of anxiety and stress related to the course. This can interfere with concentration, memory, and overall cognitive function, making it harder for students to learn and perform well. Moreover, students might also develop low expectations for their success.

This mindset can lead to a self-fulfilling prophecy where they put in less effort and, as a result, achieve lower grades, reinforcing their initial negative attitude.

#### The Ways to Support Underachievers

Stewart (2003) comments on the role of the teacher as the one who should attempt to focus attention on the development of the underachiever. He states that teachers are responsible for providing support in the inclusive classroom. However, according to him, the teachers might notice the learning difficulty but fail to see the real reason. Delivering quality guidance to these students requires organized assistance from the teacher in the classroom. Wills and Munro (2000) highlight the significance of educators who grasp the causes of student underperformance and can guide the support journey constructively. There are several strategies that may be helpful in tackling the challenges of underperformers.

- **Creating a Supportive Learning Environment:** Foster a classroom atmosphere where students feel valued, respected, and supported in their language learning journey. Encourage open communication, collaboration, and mutual respect among students. Provide opportunities for peer tutoring and group activities that promote active engagement and peer support.
- **Differentiated Instruction:** Recognize that students have diverse learning styles, abilities, and needs. Differentiate instruction by offering a variety of learning activities, materials, and assessment methods to accommodate individual differences. Provide additional support and scaffolding for underachieving students, such as extra practice exercises, visual aids, or simplified instructions.
- **Setting Realistic Goals and Expectations:** Work with underachieving students to set realistic and achievable goals for language learning. Break down larger language tasks into smaller, manageable steps, and celebrate progress along the way. Adjust expectations based on individual student needs and abilities, focusing on continuous improvement rather than comparing students to their peers.
- **Providing Constructive Feedback and Encouragement:** Offer specific, constructive feedback to underachieving students that highlights their strengths, identifies areas for improvement, and offers practical suggestions for growth. Encourage a growth mindset by emphasizing the importance of effort, persistence, and resilience in language learning. Praise students for their efforts and accomplishments, no matter how small, to boost their confidence and motivation.
- **Offering Individualized Support:** Take the time to understand the unique challenges and barriers that underachieving students face in learning English. Provide one-on-one support and guidance tailored to individual student needs, whether through extra help sessions, individualized instruction, or personalized learning plans. Collaborate with

other support staff, such as language specialists or counselors, to provide comprehensive support for underachieving students

Although a lot rely on teachers, still they are not the only ones to provide support to the learners. Parents also play a crucial role in their children's academic journey, especially when it comes to learning a new language like English as a Foreign Language (EFL). For some students, grasping English can be particularly challenging, leading to feelings of underachievement. However, with the right support and encouragement from parents, these obstacles can be overcome. There are several aspects that can be helpful in case of such learners

- **Create a Language-Rich Environment at Home:** Immerse your child in English outside of the classroom by incorporating English into daily activities and routines. This can include reading English books together, watching English-language movies or TV shows, and engaging in conversations in English. By surrounding your child with the language in various contexts, you can reinforce their learning and boost their confidence.
- **Provide Emotional Support and Encouragement:** Recognize and validate your child's efforts and progress in learning English, regardless of their current level of proficiency. Offer words of encouragement and praise for their hard work, perseverance, and improvements, no matter how small. Be patient and understanding, acknowledging that language acquisition takes time and practice.
- **Communicate with Teachers and Stay Involved:** Establish open lines of communication with your child's EFL teacher to stay informed about their progress, challenges, and areas for improvement. Attend parent-teacher meetings and actively participate in discussions about your child's academic performance and support needs. Collaborate with the teacher to develop strategies and interventions tailored to your child's individual learning style and needs.
- **Encourage Regular Practice and Review:** Support your child in establishing a consistent study routine that includes regular practice and review of English language skills. Help them set achievable goals and provide resources such as language-learning apps, online tutorials, or flashcards to reinforce learning outside of the classroom. Celebrate their achievements along the way to keep them motivated and engaged.

Joint effort is more likely to help learners overcome challenges and success in learning. By actively engaging with and supporting underachieving learners, they can develop confidence, skills, and resilience needed to succeed academically and linguistically. Every child learns at his/her own pace, and with patience, encouragement, and consistent support can overcome obstacles and reach full potential in English language proficiency (Ford,1996)

### **3.Conclusion**

All learners deserve appropriate teaching and support through learning, training and practicing (Siegle, 2008). It is crucial for the public, policymakers, and educators to grasp the conceptual dimensions of underachievement and its



operation across diverse contexts. Understanding how underachievement manifests in specific settings aids in identifying potential strategies to address it. Additionally, without insight into the factors contributing to underachievement, education professionals will struggle to adapt their practices in ways that could prevent or mitigate its effects.

Collaboration between teachers, parents, and support staff is also essential in supporting underachievers. Regular communication with parents regarding their child's progress, challenges, and goals can foster a sense of partnership and enable timely interventions. Moreover, leveraging the expertise of school counselors, special educators, and language specialists can provide invaluable insights and resources to address the unique needs of underachieving students.

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Wills, L. & Munro, J. (2000). Changing the teaching for the underachieving able child: The Ruyton school experience. In Montgomery, D. (ed.), *Able Underachievers*. London: Whurr Publishers

**Effectiveness of Applied Behavior Therapy (ABA) in Special Educational Needs (SEN)**

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**Abstract**

Applied Behavior Analysis (ABA) stands as a cornerstone in the realm of special education, celebrated for its systematic approach in fostering positive behavioral changes among learners with Special Educational Needs (SEN) (Smith, 1999). Despite its widespread application in SEN education, discussions persist regarding its efficacy, ethical considerations, and inherent limitations (National Research Council, 2001). At its core, ABA draws upon the principles of behaviorism, utilizing techniques derived from experimental psychology to shape behaviors through reinforcement, prompting, and modeling (Carr & Durand, 1985). Originating in the mid-20th century with B.F. Skinner's pioneering work (Lovaas, 1987), ABA has evolved into a versatile discipline embraced across various domains, including special education, healthcare, and interventions for Autism Spectrum Disorder (ASD) (Dawson & Osterling, 1997).

**Keywords:** Applied Behavior Analysis, Special Educational Needs, Behavioral reinforcement technique. Autism Spectrum Disorder interventions, Ethical considerations

**1. Introduction to ABA in Special Education**

Applied Behavior Analysis (ABA) is renowned for its systematic approach in promoting positive behavioral changes among learners with Special Educational Needs (SEN). The methodology has its roots in the principles of behaviorism and has been refined over decades. ABA has become a cornerstone intervention strategy, particularly in addressing the diverse needs of individuals with ASD and other developmental disabilities. However, its application is not without controversy. Discussions continue about its efficacy, ethical considerations, and inherent limitations.

**Definition and Origins of ABA**

ABA is defined as the application of the principles of behaviorism to systematically shape and modify behaviors through reinforcement, prompting, and modeling (Carr & Durand, 1985). The origins of ABA can be traced back to the work of B.F. Skinner in the mid-20th century. Skinner's experiments on operant conditioning laid the foundation for behavior modification techniques that would later become central to ABA (Lovaas, 1987). These early developments paved the way for ABA's application across various domains, including special education.

**Role of ABA in SEN Education**

ABA plays a pivotal role in addressing the diverse needs of learners with SEN. It is particularly effective for individuals with ASD and other developmental disabilities (McEachin et al., 1993). Proponents commend ABA for its effectiveness in enhancing communication skills, curbing challenging behaviors, and promoting social integration among students with SEN (Dunlap & Kern-Dunlap, 1991). Rigorous research efforts have underscored the positive outcomes of ABA

interventions, showcasing improvements in adaptive functioning and the overall well-being of students with SEN and their families (Smith, 1999).

#### Effectiveness of ABA Interventions

Research consistently underscores the positive outcomes of ABA interventions in special education (Fandi & Zaharudin, 2023). These interventions have significantly improved adaptive functioning, communication skills, and social integration among individuals with SEN (Smith, 1999). As a result, they have played a crucial role in enhancing the overall quality of life for individuals with SEN and their families.

#### Examples of Improvements in Adaptive Functioning, Communication, and Social Integration

Numerous studies have demonstrated the effectiveness of ABA interventions in various aspects of functioning among individuals with SEN. For instance, Early Intensive Behavioral Intervention (EIBI), a form of ABA, has shown remarkable improvements in IQ, adaptive behavior, and language skills in children with autism (Peters-Scheffer et al., 2011). Moreover, ABA techniques have effectively promoted social skills and reduced maladaptive behaviors, leading to enhanced social integration and participation in community settings (Dunlap & Kern-Dunlap, 1991).

#### Notable Studies and Findings

Several landmark studies have contributed significantly to our understanding of the effectiveness of ABA interventions. McEachin et al.'s (1993) seminal study demonstrated the positive impact of structured behavioral interventions on reducing problem behaviors and enhancing adaptive skills in children with autism. Similarly, Lovaas (1987) provided empirical support for the effectiveness of early intensive behavioral interventions in improving outcomes for individuals with autism. These studies have been instrumental in shaping ABA practices and highlighting their efficacy in promoting positive outcomes for individuals with SEN.

#### Controversies Surrounding ABA

Despite its effectiveness, ABA has encountered criticism and controversy within the SEN community. Critics have raised concerns about the perceived rigid structure of ABA programs, which may not always align with the individual needs and preferences of learners with SEN (National Research Council, 2001). Additionally, some stakeholders within the SEN community have expressed reservations about the emphasis on compliance and behavior management techniques, highlighting the importance of promoting autonomy and self-determination among individuals with SEN (Foxy, 2008).

#### Issues of Rigid Structure and Ethical Considerations

The structured nature of ABA interventions has also led to ethical considerations regarding the potential for coercion or undue influence on individuals with SEN (National Research Council, 2001). Critics argue that traditional ABA methods may prioritize conformity over individual autonomy, raising questions about the ethical implications of behavior modification techniques (Foxx, 2008). Furthermore, concerns have been raised about the long-term effects of intensive ABA interventions on the psychological well-being of individuals with SEN, particularly in relation to stress and anxiety (Foxx, 2008).

#### Challenges to Skills Generalization and Neurodiversity Respect

Another area of controversy surrounding ABA is its perceived focus on skills acquisition at the expense of promoting neurodiversity and respecting the individual strengths and preferences of learners with SEN (National Research Council, 2001). Critics argue that traditional ABA programs may not adequately address the unique learning styles and sensory profiles of individuals with autism and other developmental disabilities, leading to challenges in skills generalization and real-world application (Foxx, 2008). Additionally, there is growing recognition of the importance of embracing neurodiversity and honoring the diverse abilities and perspectives of individuals with SEN within the educational context (National Research Council, 2001).

#### Evolving Practices and Ethical Considerations

In response to criticism and evolving perspectives within the field, modern ABA approaches have begun to incorporate more flexible and person-centered practices (Foxx, 2008). These approaches prioritize individualized interventions that are tailored to the unique strengths, preferences, and needs of each learner with SEN (Foxx, 2008). By moving away from prescriptive, one-size-fits-all intervention models, practitioners aim to promote greater autonomy and self-determination among individuals with SEN, while still addressing targeted behavioral goals (Foxx, 2008).

#### Incorporation of Play-Based and Naturalistic Methods

A key aspect of modern ABA practices is the incorporation of play-based and naturalistic methods into intervention programs (Foxx, 2008). Rather than relying solely on structured, adult-directed activities, these approaches emphasize the use of play and everyday routines as contexts for learning and skill development (Foxx, 2008). By capitalizing on naturalistic learning opportunities and embedding intervention strategies within meaningful activities, practitioners aim to promote greater engagement and generalization of skills across settings (Foxx, 2008).

#### Emphasis on Individualized, Strengths-Based Approaches

Central to modern ABA practices is an emphasis on individualized, strengths-based approaches that honor the unique abilities and preferences of each learner with SEN (Foxx, 2008). Practitioners strive to identify and build upon the strengths and interests of individuals with SEN, incorporating these assets into intervention plans and goals (Foxx, 2008).



By fostering a strengths-based mindset, practitioners aim to promote a sense of competence, autonomy, and well-being among individuals with SEN, while still addressing areas of need through targeted behavioral interventions (Foxy, 2008).

#### Shift towards Evidence-Based Practice

In recent years, there has been a notable shift towards evidence-based practice within ABA (Inoue et al., 2022). This shift emphasizes the importance of utilizing interventions and techniques that have been empirically validated through rigorous research. By adhering to evidence-based practices, practitioners can ensure that interventions are effective and grounded in scientific evidence, thus maximizing positive outcomes for individuals with SEN (Inoue et al., 2022).

#### Interdisciplinary Collaboration and Technology Integration

Another emerging trend in ABA is the emphasis on interdisciplinary collaboration and the integration of technology into intervention strategies (Inoue et al., 2022). Collaborative efforts between professionals from different disciplines, such as psychology, education, and speech-language pathology, allow for a more comprehensive approach to addressing the diverse needs of individuals with SEN. Additionally, the integration of technology, such as virtual reality and mobile applications, offers new opportunities for delivering interventions and monitoring progress remotely, thereby increasing accessibility and efficiency (Inoue et al., 2022).

#### Importance of Parent Education and Telehealth-Based Programs

There is growing recognition of the importance of parent education and empowerment in supporting children with SEN (Inoue et al., 2022). Telehealth-based parent education programs have shown promise in increasing access to resources and support services for families, regardless of geographical location (Inoue et al., 2022). By providing parents with the knowledge and skills to implement ABA techniques at home, these programs enhance the consistency and effectiveness of interventions, ultimately benefiting the well-being and development of individuals with SEN (Inoue et al., 2022).

## 2. Conclusion

In conclusion, ABA remains a vital tool in special education, offering systematic approaches to address the diverse needs of individuals with SEN. From its inception rooted in behaviorism to its evolution into a versatile discipline embraced across various domains, ABA has played a pivotal role in promoting positive behavioral changes and enhancing the overall quality of life for individuals with SEN and their families (Smith, 1999). However, as discussions persist regarding its efficacy, ethical considerations, and inherent limitations, ongoing dialogue and research are essential for refining practices and ensuring that interventions are ethical and tailored to the diverse needs of learners with SEN (National Research Council, 2001). By cultivating a culture of collaboration and innovation, the field of ABA can continue to evolve and adapt to meet the evolving needs of individuals with SEN and their families.

It is imperative to emphasize the importance of ethical, tailored interventions that respect the autonomy and individuality of individuals with SEN (Foxy, 2008). By collaborating with stakeholders, including individuals with SEN, families, educators, and researchers, ABA practitioners can develop interventions that are culturally sensitive, inclusive, and effective in promoting positive outcomes for individuals with SEN (Foxy, 2008). Through collective efforts and a commitment to ethical practice, the field of ABA can continue to make meaningful contributions to the lives of individuals with SEN and their families.

In summary, ABA's role in special education is multifaceted and continually evolving. While it has demonstrated considerable effectiveness in improving various outcomes for individuals with SEN, it is also subject to critical scrutiny and calls for more flexible, ethical approaches. By embracing evidence-based practices, interdisciplinary collaboration, and technology integration, and by prioritizing parent education and telehealth-based programs, the future of ABA in special education looks promising. However, it is essential to maintain an ongoing dialogue and focus on ethical, individualized interventions to truly meet the needs of all learners with SEN.

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### **Content and Language Integrated Approach (CLIL) – Origin, Peculiarities and Effectiveness**

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#### **Abstract**

Content and Language Integrated Learning (CLIL) is an educational approach that has gained prominence globally due to its unique fusion of subject matter instruction and language learning. This article explores the origin, peculiarities, and effectiveness of CLIL. Tracing its roots back to Europe in the late 20th century, CLIL has evolved into a multifaceted pedagogical model employed in diverse educational settings. The peculiarities of CLIL lie in its interdisciplinary nature, where language acquisition occurs alongside the acquisition of subject-specific knowledge. Through a review of literature and empirical studies, this article analyzes the effectiveness of CLIL in promoting both language proficiency and content understanding. Furthermore, it discusses the factors influencing CLIL implementation, including teacher training, curriculum design, and contextual considerations. By delving into the origins, unique features, and outcomes of CLIL, this paper contributes to a comprehensive understanding of this innovative educational approach and its potential implications for language education worldwide.

**Keywords:** Content and Language Integrated Learning (CLIL), effectiveness, implementation, language proficiency

In recent years, there has been a growing interest in Content and Language Integrated Learning (CLIL) as an educational approach that combines the teaching of content subjects with the simultaneous learning of a second language.

Originally developed in Europe, CLIL has gained traction globally due to its potential to enhance language proficiency while deepening students' understanding of subject matter. This article explores the origin, peculiarities, and effectiveness of CLIL, drawing on scholarly literature and empirical evidence. The concept of CLIL emerged in Europe in the 1990s as a response to the need for more effective language education methods in multilingual contexts. It was initially developed in countries such as Spain, the Netherlands, and Finland, where there was a growing demand for bilingual education programs. The European Commission, through its language policy initiatives, played a significant role in promoting CLIL to improve language learning outcomes and promote plurilingualism. The origins of CLIL can be traced back to the mid-20th century when educators and researchers began to recognize the limitations of traditional language teaching methods. In the aftermath of World War II, Europe witnessed a surge in interest in foreign language education, driven by the need for international communication and cooperation. Traditional grammar-translation methods, prevalent at the time, were deemed inadequate for fostering communicative competence and real-world language proficiency. Several key influences contributed to the development and popularization of CLIL: The establishment of the European Union and its emphasis on linguistic diversity and cross-cultural communication provided the impetus for innovative language education approaches like CLIL. The European Commission's language policy initiatives, including the promotion of plurilingualism and the European Framework of Reference for Languages (CEFR), provided a framework for the development and implementation of CLIL programs across Europe. Advances in educational research, particularly in language acquisition, cognitive psychology, and pedagogy, informed the theoretical underpinnings of CLIL and its efficacy as an instructional approach. The forces of globalization, including increased mobility and interconnectedness, underscored the importance of multilingualism and intercultural competence, driving the adoption of CLIL in diverse educational contexts worldwide. The evolution of CLIL has been characterized by ongoing experimentation, innovation, and refinement in both theory and practice. Early CLIL programs often focused on language immersion and vocabulary acquisition, but over time, there has been a shift towards a more holistic approach that integrates language, content, and culture. This evolution has been influenced by developments in applied linguistics, educational technology, and pedagogical research, and feedback from practitioners and stakeholders. Empirical studies have provided evidence of the effectiveness of CLIL in promoting language proficiency, academic achievement, and cognitive development. For instance, a meta-analysis conducted by Marsh and Frigols (2019) found that students in CLIL programs outperformed their peers in traditional language education settings in terms of language proficiency gains and academic outcomes.

CLIL is designed to foster multilingualism and enhance subject knowledge through the medium of a second language (Coyle, Hood, & Marsh, 2010). This article explores the peculiarities and effectiveness of the CLIL approach, highlighting its unique features and assessing its impact on educational outcomes. Dual-Focused Education - CLIL uniquely integrates language learning with subject content instruction. This dual focus enables students to acquire new knowledge and skills in subjects such as science, history, or mathematics while improving their proficiency in a second

language (Dalton-Puffer, 2011). Contextualized Language Use, unlike traditional language instruction, which often isolates language from context, CLIL situates language learning within meaningful content areas. This contextualization helps students understand and use the language more effectively in real-life scenarios (Coyle et al., 2010). Cognitive and Communicative Skills - CLIL promotes higher-order thinking skills by encouraging students to analyze, evaluate, and create using the target language. This approach also enhances communicative competence as students engage in discussions, presentations, and collaborative tasks (Meyer, 2010). Flexibility and Adaptability - CLIL is highly adaptable to various educational contexts, curricula, and student needs. It can be implemented at different educational levels and in diverse subject areas, making it a versatile approach for enhancing language and content learning (Perez-Canado, 2012). Cultural Awareness - CLIL often incorporates cultural elements, fostering intercultural understanding and global awareness among students. This aspect is particularly beneficial in promoting tolerance and appreciation of diverse cultures (Coyle et al., 2010). Numerous studies have demonstrated that CLIL significantly enhances students' language skills, particularly in terms of vocabulary, fluency, and comprehension. Students in CLIL programs often outperform their peers in traditional language classes (Lasagabaster, 2008). Research indicates that CLIL students achieve comparable or superior results in subject content compared to those in non-CLIL settings. The integration of language and content helps reinforce understanding and retention of subject matter (Vollmer, 2008). CLIL has been shown to increase student motivation and engagement. The novelty of learning content through a second language and the interactive, communicative nature of CLIL activities contribute to a more stimulating and enjoyable learning experience (Doiz, Lasagabaster, & Sierra, 2014). The cognitive demands of CLIL, such as problem-solving and critical thinking in a second language, enhance cognitive flexibility and executive function skills. These cognitive benefits extend beyond language learning and contribute to overall academic success (Marsh, 2012). CLIL fosters long-term retention of language skills due to its immersive and practical approach. Students continue to use and refine their language abilities as they engage with content throughout their education (Dalton-Puffer, 2011).

However, the effectiveness of CLIL may vary depending on factors such as teacher training, curriculum design, language proficiency levels, and socio-cultural context. Therefore, ongoing professional development and support are essential for educators implementing CLIL to ensure its successful implementation and maximize its benefits for learners.

The origin and evolution of CLIL reflect a dynamic interplay of historical, cultural, and educational factors. From its humble beginnings as a response to the limitations of traditional language teaching methods, CLIL has evolved into a sophisticated educational approach that integrates language learning with content instruction in meaningful and impactful ways. As CLIL continues to gain traction worldwide, its historical roots serve as a reminder of the enduring quest for innovative approaches to language education and the pursuit of excellence in teaching and learning. In conclusion, the CLIL approach offers a compelling model for integrating language and content learning, providing numerous educational benefits. Its unique characteristics, such as contextualized language use and focus on higher-order thinking, make it an effective strategy for enhancing language proficiency and subject knowledge. While

challenges exist, the positive outcomes associated with CLIL underscore its value as a transformative educational approach.

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## Reflection and Collegial Learning for Strengthening Professional Development of English Language Teachers in Georgia

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### Abstract

The growing need for high-quality knowledge of the English language among school students in Georgia has contributed to several changes in legislative documents and action plans that serve the aim of improving the teaching-learning environment, making it more inclusive and making English teachers more student-oriented. To achieve this goal, the professional development of English language teachers, as well as teachers in general, has been prioritized and supported by the government. Among the tools for professional development, reflection has been recognized as beneficial in education. Its concept was introduced to teachers and implemented through voluntary or mandatory activities. The present paper is a continuation of the previous research on the study of conceptualization of reflection and its understanding by the teachers of the English language at public schools in the Imereti region based on an online survey.

In this particular study, two goals were set by conducting a focus group interview with a group of English teachers. The first was an attempt to study teachers' attitudes toward reflection and understanding its significance for their professional development in more depth to see the invisible part of teachers' beliefs in this respect. Second, it was possible to present and discuss an Estonian model of a Professional Learning Community (or Study Circles) existing at schools and implying regular collegial talks and reflection among other steps/activities.

**Keywords:** Teachers' Professional Development, English language teachers, reflection, self-evaluation, collegial learning, collegial sharing

### 1. Introduction

Since gaining independence, Georgia has gone through different changes and initiatives that led to improvement in the education system, but this process is not finished yet. Recently, to follow the worldwide pace of changes, the decentralization of schools and the development of a scheme for teachers' professional development took place in Georgia. Nowadays, considering how quickly students' contemporary needs are changing, the role of teachers evolved, the idea that a teacher is a learner who should continue developing and growing, enhancing his/her expertise is more important than ever.



Reflection and reflective teaching as a tool for teachers professional development that serves better teaching and learning and improving outcomes of students has been discussed and advocated by many - Ur (1991), Wallace (1991), Richards (1994), Gebhard, J. & Oprandy (1999), Tomlinson (2003), Farrell (2004), Templer (2004), Harmer (2007), inter alia. Of the worldwide trend, Georgian authorities accepted reflection as a beneficial tool for professional growth, included and emphasized its role in the scheme of teachers' professional development and consequently, through different initiatives, teachers were encouraged to embed it into their activities and make it a vital part of their development (Demetradze, 2023).

Collegial learning and sharing, which in itself implies reflection as well, is also considered to be a necessary tool for teachers in their professional growth (Opfer, 2016; Sims & Fletcher-Wood, 2021; Vermunt, Vrikki, Dudley & Warwick, 2023). Harmer (2007) advocates for the idea that many teaching activities can be implemented in collaboration with colleagues, a concept he calls cooperative/collaborative development. Despite widespread informal collaboration among teachers, formal collaboration in Georgia has yet to be fully implemented. According to TALIS (2018), approximately 1/4 of teachers were engaged in collegial and sharing learning practice. Thus, it would be informative to explore the potential of collegial models of reflection for future implementation. An Estonian model of a Professional Learning Community (or Study Circles) observed by me in the frame of a micro-degree program Educational Innovation and Leadership at Tallinn University (Estonia) in 2024, was presented to the interviewees as one possible way of formal collaboration to get their idea on the topic.

The present paper is the continuation of the previous study of the conceptualization of reflection and its understanding by English language teachers. The former study used desk research to trace the emergence and evolution of teacher reflection as a tool of professional development in GE; and an online survey with teachers aiming to study the critical evaluation of the reflection process carried out by them;

The current research is based on the focus group interview with a group of English language teachers:

Study teachers' attitudes toward reflection and understanding of its significance for their professional development in more depth to see the invisible part of teachers' beliefs in this respect;

Explore the teachers' attitude towards an alternative model of reflection that is focused on collaborative teacher development, using the Estonian model (Professional Learning Community (or Study Circles)) as an example.

## **2. Methodology**

The research implied focus group interviews with teachers of English that served as a supplementary source of data for the results of an online survey. The interview was planned with a small group of English teachers (7 people with

experience in reflection writing), who were respondents in the previously conducted quantitative research. The intention was to uncover deeper aspects of teachers' attitudes and evaluations that previous online surveys did not reveal.

Additionally, to reach the second aim of the study, the interview was used to present and discuss an Estonian model of Professional Learning Community (or Study Circles) that exists at schools in Estonia and is an example of regular collegial talks and reflection. The teachers were given a brief description of the model of Study Circles based on my observation during the study visit to Tallinn. Later, the members of the focus group were asked to express their opinions, and whenever possible, to make links with the Georgian experience and reality.

The participants were randomly chosen from the existing list of teachers who had participated in the survey previously and had experience with reflective practice. The teachers were contacted in advance and brought together in a group of seven people. The interviews were conducted online based on the prepared questions. The language used during the interview was Georgian (the participants' mother tongue) to ensure a comfortable environment and support clear communication. The translation below is provided by a researcher.

The questions were asked one by one, in a way that all the participants in the group had the opportunity to express their opinions or share their ideas.

Five main questions were prepared to cover the following issues:

Question 1 – Teachers' opinion on reflection and reflective practice.

Question 2 – Teachers' opinion on how easy or difficult writing a reflection is.

Question 3 - Challenges or issues that were addressed based on reflection.

Question 4 – Experience/ Practice of getting feedback on reflection.

Question 5 – Teachers' attitude towards an alternative model of reflection, using the Estonian Model of collegial learning and sharing.

### **3.Results and analysis**

#### **Teachers' Feedback on Reflection**

Attitude to reflection. In general, teachers have a positive attitude to reflection. They express their awareness of the need to write reflections.

Based on their personal experience, teachers state that writing reflections and recalling what was challenging helps them orient themselves to details. In class, they might overlook something; even aspects planned beforehand sometimes do not occur at all due to various reasons, including the classroom environment. So, by reflecting on the

lesson teachers have an opportunity to analyze their teaching practice and to identify what was done during the class, why, and what needs to be improved and then to think about possible measures and steps that can be used in the future, to perform better next time. Reflection is named a very good tool that helps teachers in their professional development and thus, helps them to be more student-oriented:

It's better to write reflections;

We manage to be focused on such details, that we may miss, or something may not happen at all, something that we had in mind but could not take into consideration,

Reflection allows us to do a full analysis,

Reflection helps us boost our professional development and thus, think about the development of our students.

Reflection is a very good tool

Information about what and when was challenging is stated in my reflection

Practical implementation of reflection. Teachers also highlighted the fact that theoretical knowledge is helpful, but implementation in practice is crucial. They agree that in practice they learn more, grow and master their skills. However, while talking about reflection writing, some teachers mentioned some difficulties that they had. In one of the questions, they were asked to evaluate how easy or difficult it was to write any kind of reflection. Some of the teachers admitted that it was not an easy process. They usually needed help and asked either their colleagues or friend teachers working in other schools. The interviewees shared others' experiences, they studied already written reflections, used them as models, and then adopted and projected them into their practice. The rest of the teachers who did not suppose reflective practice as something extremely difficult, thus, stated that the main difficulty is not the writing process itself but lack of experience – „ერთადერთი რაც შეიძლება პრობლემად დასახელებულიყო იყო ის რომ არ მქონდა გამოცდილება“. At a very early stage it might be supposed to be a waste of time and something not very beneficial, but later, teachers said, it became evident that reflection or self-evaluation is something that is done foremost for teachers themselves as they have to analyse many things that make possible to see problems and seek for possible solutions. The teachers who support the idea of reflection writing also stated that teachers are always assisted by the list of questions that they are asked to respond to. The proposed questions led them through the writing, making the process easier and less disappointing for teachers. The main thing that teachers proposed was to recall everything that had happened, and what was done and then think of the things that were done well and the things that did not go well or even failed. The last thing in the proposed chain of actions is to think about what could have been done differently and what can be done in the future.

The supporters of the reflection writing also underlined the fact that the e-portal was teacher-friendly in this respect as the fields for fill-in contained a list of questions that made teachers clear about the task and things that had to be mentioned in their answers. They said that generally the instructions were precise and helped them a lot.

Issues addressed in reflection. It was interesting to know what issues or topics teachers' reflections were helpful. During the discussion students' evaluation and feedback were the topics that teachers mentioned as major topics and talked about in detail. Some of the teachers also recalled their experience and stated that reflection helped them to think more and be more oriented on the feedback and assessment that needs to be clear and informative for students, that will motivate them in the right direction. Praising and saying 'Good Job' or 'Well done' is not enough. A teacher should be more specific and say, for instance, that a student was good at a particular grammatical structure or pronunciation of new words. The key points that the focus group members named are summarized below:

Students' evaluation	Teachers thought more about whether it was a good idea to grade a student or not, to do it at that precise moment or later.
Feedback	Analyze the way the feedback was given, what was said, whether it was appropriate or should have been said differently.
Instructions for homework	Realizing that instructions were not clear enough, more steps should have been described. Sometimes, based on the situation or events, teachers may decide not to give homework.
Chosen tasks/exercises	More awareness of the fact that some exercises need careful analysis, preparation and previous knowledge
Things that were not done, were forgotten or deliberately skipped	Despite thorough preparation and planning some things do not go smoothly or even fail to happen in the class. Teachers try to answer the question "Why?"

Feedback on reflections.

An interesting coincidence was that after being so focused on assessment and giving feedback, the next question made the focus group teachers continue talking about feedback, but this time about the feedback they got on their reflections.

Depending on the duration of the working experience and the status of the teachers, answers were different. The teachers with less teaching experience, who entered the profession relatively recently and those who did not have the status of leading or mentoring teachers said that they did not get any feedback. On the other hand, the teachers with more years of being part of the school community and those who witnessed many changes in the educational system named many cases when their reflections were evaluated, and feedback was given. The teachers with the status of leading teachers named external observation of their lessons as vivid proof that reflection mattered a lot and evaluation was crucial for getting evaluation and the status. An external evaluation failed if teachers were not able to upload a reflection of their lesson in due time after the external observation or did not get enough credits/points on a four-credit scale (no matter how successful the lesson was). The external experts had to observe the lesson, read the reflection and additionally check if the issues in the reflection were in line with the experts' comments and findings. Being aware of cases of failure and the fact that reflections were read and checked by someone, teachers felt more responsibility and tried to be precise, sincere and clear while writing their reflections.

Apart from external observation, peer observation was recalled as a case when teachers were given feedback either by their colleagues, school quality group members or school administration, including school principals. In some cases, teachers provided oral reflection on their lesson while discussing with the school's administration. In a friendly manner, both parties of internal observation had a dialogue regarding strong and weak points and possible ways of improving their practice. Teachers were eager to comment that awareness that a lesson is an ongoing process, no matter how well it was planned before, is vital for a good teacher. So, if teachers can reflect appropriately by noticing and stating the important wins and losses, see the reason and know the way how to improve teaching/learning practice, it motivates teachers and contributes to their professional development. The fact that teachers see and feel the process and feel the needs of their students as the main targets of their job motivates teachers, raises their responsibility and ensures that they are moving in the right direction.

To sum up, in general teachers have a positive attitude towards reflection and see the benefit of writing it. Additionally, they support the idea that reflection should be read, and feedback should be provided. It was interesting to note that none of the teachers felt sorry that the weight of reflection in the current model of teacher evaluation is less than it used to be and is a component in formal evaluation of teachers' professional development only if teachers plan to raise their status.

### **3. Teachers' opinion on the Estonian model**

The second aim of the current study was to explore the teachers' attitudes towards an alternative model of reflection that is focused on collaborative teacher development. A presentation and discussion of an Estonian model of Professional Learning Community (or Study Circles) existing at schools and implying regular collegial talks and reflection

took place. It was interesting to know if something similar existed in Georgia and what strengths or weaknesses the teachers identified in the proposed model.

A model of the Professional Learning Community was briefly described and put on the table for further discussion. The model implied regular meetings (every third Wednesday) of groups of teachers (5-6 groups with a max of 12 people per group) under the supervision of the leader of the group. The role of the leader is to search and prepare materials and present them on agreed topics to group members. The main idea is that the leader does not have the role of a teacher. He or she prepares information and presents it to the learning community to share the knowledge. Nothing new is taught or learnt; on the contrary, teachers discuss possible ways of supporting their learners by using proposed materials and information.

The presented model was named an interesting way of cooperation, but most teachers felt pessimistic about implementing a similar experience. First, it should be mentioned that the teachers identified some similarities between the Estonian and Georgian experiences. The teachers with longer professional experience said that a very similar model was also proposed for Georgian teachers some years ago. It was mentioned that there have been attempts to implement Estonian and Nordic Countries' models, but in general teachers of the English language (who constantly are involved in training, workshops and conferences) underlined the fact that proposed strategies were not very much new for them. Teaching using project-based learning activities, role plays, etc. were used by the teachers before a "New School Model" was introduced and new definitions like complex tasks or complex assignments appeared in Georgian schools. However, respondents, English teachers, appreciated the process as now all subject teachers were involved in the process and complex task performance was extended and incorporated in other subjects as well.

Returning to the Georgian experience of conducting teachers' study circles, the participants described the following model. Georgian teachers met on Wednesdays, online, in a group with interested teachers from different schools. The meeting was late in the evening from 8 pm till 11 pm to ensure that participants were not busy. A person in charge, an expert, brought a methodology, and different topics to present, to discuss and then based on the materials used he/she assigned tasks that had to be done for the next meeting. All teachers had an obligation to prepare new resources, tasks, different activities and complex tasks.

During the interview, the teachers explained their pessimistic attitude regarding the implementation of the study circle at least at that point. In general, their experience was full of challenges and implementation of the model in practice seemed not to be strong enough and left much to be desired.

To begin with, the teachers mentioned that the methodologies and topics proposed by the expert were very general and lacked a direct connection to the ongoing needs and interests of the teachers. The situation was aggravated by the fact that the teams of teachers involved in the meetings were mixed, comprising teachers from different schools with varying needs.

Indeed, the idea the authorities had was clear. With decentralization in mind, the system tried to give schools the freedom to choose and implement their school model. For that, expert groups (based on regions, subjects, and levels of study) were selected to work together, to be prepared and then be ready to provide meetings with teachers, provide new methodology, new tasks and assignments to facilitate enhancement of teachers' knowledge and their active involvement in the "new school model". (Ministry of Education and Science of Georgia, 2020).

However, according to respondents' statements, independence and the right to choose proved to be challenging for teachers, and not all teachers were ready for these changes. One of the most difficult tasks in that process was a big workload. At first, there were too many new things presented – new definitions, new terminology, new genres, and target concepts that made the process difficult especially for older teachers. Second, teachers had to sit for long hours learning, thinking, writing, and preparing, but then they were unable to implement acquired knowledge and prepared materials as there was no ongoing need for a particular teacher or a particular school and teachers' resources were accumulated for the next appropriate moment, in the best case, next semester. An additional challenge was the lack of digital skills among older teachers. The time slot (8 pm -11 pm) chosen for the meetings, was not evaluated positively by the respondents either. Most of the English teachers were females, which meant that after working hours they had to put household chores aside which for some representatives was not comfortable or possible. Another disadvantage the interviewees named was the obligation to prepare new tasks, assignments, projects, etc. The idea of the obligatory task given to all teachers was not clear to most of them, especially in the reality that they could use already existing, implemented or tested materials and adapt them to their students' needs. (Later, a bank of complex assignments was created based on teachers' needs.) The teachers, especially newcomers into the profession felt not very stressed at first, they learnt easily and were eager and ready to assist their older colleagues, but at the later stage when, for instance, teachers were introduced to solo taxonomy and were asked to evaluate their students, again using a large number of brand new terminology and unistructural levels everybody started talking about the challenges and complication of the process. The worst thing, the respondents named, was uncertainty for whom all that was done. For teachers the process was complicated and confusing, parents either were not interested or did not see any need, later, preparation of task cards by teachers was not obligatory at all.

Summarizing the ideas about the model, teachers mentioned that a big number of meetings in different groups, then conferences organized for information sharing was a good experience. However, despite some positive and interesting points the teachers noted, the whole process was considered less effective. Then suddenly the process stopped and till now no activities have been initiated.

While talking about collegial learning and sharing, the respondents not only agree with the idea, but they also use it in practice. None of the teachers imagined their professional life and growth without colleagues, talking and discussing with them and sharing experiences. However, they listed some challenges, namely lack of time, openness or interest in teachers and no readiness to share experience. It was especially interesting to hear the respondents' ideas on sharing



experience. They stated that the ability to share knowledge is very important and comes with experience, and the second eagerness of others to hear and learn is a crucial element. Some respondents based on their status (prospective mentor teachers) had an obligation to develop resources and share their knowledge and experience with colleagues not only within their school but also outside it, with representatives of other schools following the Standard of Teachers Professional Development (Ministry of Education and Science, Culture and Sport of Georgia, 2020). The teachers shared their experience and stated that the process was interesting but not easy, firstly because other teachers were not open to cooperation. Even though information was shared beforehand, only 10 teachers from 45 participated in the meeting. The reasons for not being able to attend were different, in some cases, lack of time, busy schedule, no interest in proposed topics, etc. were called obstacles. The respondent teachers confirmed the existence of the above-mentioned reasons, but additionally, they stated that apart from the everyday routine and hectic lifestyle of teachers, teachers' firm beliefs and less openness to new things and changes hinder the process of teachers' professional development.

During the discussion, the teachers underlined the idea that collegial learning is something more than just a simple phone call or a talk with a colleague. Some teachers are still not fully aware of that. A list of things to do includes issues like culture and form of experience sharing, a culture of listening, more responsibility in teachers, and better social skills.

#### 4. Conclusions and Recommendations

The following conclusions and recommendations are presented based on the acquired data after the focus group interview:

- In general, there is a positive attitude and awareness of the need for reflection. Teachers confirm that in the process of writing reflection, recalling what was challenging helps teachers to be oriented on details.
- There is no consensus regarding teachers' idea of whether writing reflection is an easy or a difficult task; there are still teachers who find it difficult. The importance of pre-structured models, questions, and samples was emphasized as a helpful tool, especially at the initial stages.
- The teachers identified topics and issues addressed based on their reflection (that did not happen in the previous survey). Important topics such as student evaluation and feedback were named.
- Teachers agree that reflections should be written, then read and discussed. Different training provided by international organizations promote the above-mentioned idea, as most of the training includes obligatory tasks to provide reflections, discuss them and give feedback.
- The Estonian model of Professional Learning Community was seen as an interesting way of cooperation, but at the same time, teachers saw many management-related challenges that hindered its implementation.

Consequently, more awareness of the importance of reflective practice for improving the teaching and learning process is needed. Reflection and collegial sharing that serve professional development leading to better education have been emphasized but the process is not finished yet and many additional actions, adjustments and decisions will be needed.

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**Artificial Intelligence Applications In 21st Century Education**

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**Abstract**

Artificial intelligence studies that emerge because of the imitation of human intelligence can be defined as the modelling of human learning by machines. Artificial intelligence is systems or machines that imitate the human brain, examine how it thinks and how people try to learn and make decisions while trying to solve a problem and improve themselves by constantly repeating themselves according to the information they collect. As artificial intelligence is used at a high level in all areas of life, artificial intelligence applications are also used in the field of education. Although artificial intelligence applications are gradually increasing in the understanding of 21st-century education, there are uncertainties about how it will be used in education. For this reason, this study aims to explain the historical development of artificial intelligence by giving examples of artificial intelligence applications in education in our country and abroad so that education administrators, teachers, students and parents can benefit from these kinds of applications at the highest level. It is thought that it is very important to explain how artificial intelligence applications can be used in education, what roles they will assign to education stakeholders and what advantages they will provide for education stakeholders to benefit from artificial intelligence applications, which are very popular today, at the highest level.

**Keywords:** artificial intelligence, education, education stakeholders, intelligence

**1. Introduction**

Artificial intelligence systems, which have been included in the daily lives of people from all walks of life since the beginning of the twenty-first century, have become an indispensable part of life. Artificial intelligence systems are used in many applications used in daily life, from computer-based systems used in the workplace to the vacuum cleaners used in home cleaning, from the vehicle navigation system that determines the road route to the bank account that regulates investment transactions, from the ordered shopping site to the phone called (Krueger, 2017). Artificial intelligence systems, which have an increasingly important place in today's world, have important effects on people's perspective on events, entertainment understanding and lifestyles besides their daily activities and work roles (Luan & Tsai, 2021). Although we are often unaware of artificial intelligence technologies, they have become an indispensable part of our daily lives. These technologies serve on every platform through different devices and applications. Smart home appliances, autonomous cars or smartphone applications can be given as examples of artificial intelligence technologies. On the other hand, it can be said that there are very few people who have an idea about the practices

and concepts behind these technologies. It is thought that the widespread use of these technologies, which we use almost every moment of our lives, in the education sector can provide significant development.

Artificial intelligence is the ability of a computer or a computer-controlled machine to perform mental tasks such as reasoning, making sense, generalizing, and learning from past experiences, which are thought to be human-specific behaviors (Murphy, 2019). The number of studies on artificial intelligence is increasing and it is used in many sectors. While certain techniques are initially emphasized in artificial intelligence applications, different approaches are also developed as their usage areas expand. These technologies can be adapted to the education sector, especially 21st-century education. One of the biggest challenges faced in the education system is that people learn in different ways and at different rates (Nguyen, 2020). Although each of the students has different levels of learning abilities and different interests, uniform education is to be applied in schools. However, it can be said that some students' analytical thinking skills are more dominant, while others' creativity, literary or communicative skills are more dominant (Luan & Tsai, 2021). North et al. (2024) state that it aims to use artificial intelligence technologies to customize each student's educational materials according to their abilities, preferred learning style and experiences.

The education system in the world is now constantly renewing itself in line with the use of artificial intelligence applications. In our country, it aims to use artificial intelligence applications to improve education in line with the 2023 targets of the Ministry of National Education. In this direction, studies on the subject are important in terms of providing information about the areas of use and benefits of artificial intelligence in education, keeping educators up to date on the subject and adapting themselves to new technologies. For this reason, this study aims to explain the historical development of artificial intelligence so that education administrators, teachers, and students can benefit from these kinds of applications at the highest level. It is thought that it is very important to explain how artificial intelligence applications can be used in education, what roles they will assign to education stakeholders and what advantages they will provide for education stakeholders to benefit from artificial intelligence applications, which are very popular today, at the highest level.

## **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. The Role of AI in 21st Century Education**

An important area affected by artificial intelligence technology is education. Growing up in the 21st-century generation, growing up intertwined with technology, acquainted with computers and the internet from the moment it was born, a

different method than the traditional teaching method in education was needed. Students will be able to solve current and future problems. It is essential to bring them to the next level. So "What do you want to be when you grow up" to see that the question "Which problem do you want to find a solution in the future" is replaced by the question of pressure and viscosity range (Borenstein & Howard, 2020). With this change, today, the use of big data sources thanks to artificial intelligence applications, personalized training programs, individual performance monitoring, preparing course content, and determining the teaching model have significantly increased the quality of education.

Artificial intelligence studies in education have been increasing in recent years. Considering the research in the relevant literature, it is possible to say that artificial intelligence elements are used directly in the studies, artificial intelligence applications are tried to be developed, and thus artificial intelligence is tried to be integrated into education. When the studies used and recommended to be used in artificial intelligence studies in education are examined, it is seen that researchers use artificial intelligence techniques indirectly in data analysis or directly for student interaction and project development. Some of the artificial intelligence techniques used in education are MATLAB, BAHP, Cywrite, Moodle, MIT App Inventor, and ArtiBos. MATLAB offers students in statistics, mathematics, finance and engineering the opportunity to use computers in their education and afterwards. Although it is a costly product, its use in the industrial field, real-time testing and preparation of inspection prototypes is of great ease and importance. CyWrite is an artificial intelligence program that automatically corrects errors when writing paragraphs for non-native English speakers, gives feedback, and evaluates the student. As can be understood from its definition, it is a program suitable only for teaching English, but if the technical details it contains are adapted to Turkish or other languages, it can be transformed into an easy-to-use educational tool in any language and made much more common in education. Moodle is a free learning management system that allows you to create strong, flexible, and engaging online learning experiences. According to Naqvi (2020), with Moodle, homework can be given to students, exam questions can be prepared, virtual classes can be created on the internet, students' interactions can be recorded and used for student evaluation, and many more things can be done about educational management. Moreover, MIT App Inventor has an important place among artificial intelligence-based training applications. App Inventor, a drag-and-drop visual programming tool for designing and creating fully functional mobile apps for Android, promotes a new era of personal mobile computing in which people are empowered to design, create, and use personally meaningful mobile technology solutions for their daily lives in endless situations. Like the MIT App Inventor, the Turkish ArtiBos Project (Çetin et al., 2023), which was developed by using artificial intelligence techniques and presented to the service of learners, has entered the literature as a proud study on behalf of our country. ArtiBos, a game-based project developed on problems in mathematics, helps students grasp the logic of problem-solving, records students' mistakes, individualized learning, and supports equal opportunities in education since it is accessible to students from all walks of life.

In the studies conducted on the subject, it is stated that artificial intelligence's contributions to education are important. Therefore, the earlier students are introduced to artificial intelligence, the higher the quality of education will increase.

In our country, various projects have been prepared to include artificial intelligence applications in education. It is believed that thanks to artificial intelligence applications, it will be easier for students to acquire skills that can be called 21st-century skills (life and professional skills, learning and renewal skills, information media and technology skills), and students with these skills will have a say in the development of countries in the future.

#### **4. Impact of AI on Education**

The integration of artificial intelligence and education is not only a transformation of education but also a transformation of human knowledge, cognition and cultures. This integration creates new opportunities to greatly improve the quality of teaching and learning. In addition, it provides so many benefits for principals, teachers and students. Due to these advantages, artificial intelligence in education has become the primary research focus in the field of computers and education (Hwang, Xie, Wah & Gasevic, 2020).

##### **4.1. In Terms of Principals**

Technological advances and transformations in education have also led to mandatory changes in leadership styles. Digital leadership style is considered an effective factor in achieving the goals of educational organizations today. Increased interest and communication regarding the use of technologies in today's schools, design workshops, science, technology, engineering and mathematics applications, interactive boards, robotics and coding activities are some of the effects of the change in both course and school applications (Ardıç & Altun, 2017). Digital transformation and mobility have given birth to a new understanding of leadership in schools. This approach emphasizes a leadership style that dominates developments and whose digitality can be used effectively. Otherwise, digital change and transformation tools may leave the leader's dominance and cause deficiency and inadequacy. Therefore, the digital leader in the new sense should be the one who directs technology and digitality. Digital leadership is a leadership quality that cares about situations such as obtaining a seamless internet network, benefiting from open-source technology, and personalizing mobile devices and technology in accordance with the purpose. In this direction, the use of technology, coding and robotics applications, web 2.0, digitalization of printed books or forms, and even communication through various mobile applications, which are of interest in the field of education, necessitate digital leadership.

##### **4.2. In Terms of Students**

Artificial intelligence can provide a learning process by keeping motivation alive with individualized and adaptive learning methods in accordance with the learning styles by identifying the interests of the students and meeting their needs. Supporting weaknesses with the adaptive learning system, the learning plan planned according to their needs maximizes the potential of the student with effective learning. At the same time, he/she can quickly correct the negative processes related to the learning process by providing feedback on his/her success very quickly thanks to automatic evaluation. The feedback given to the student includes productive content such as the student's learning style, interests,



strengths and weaknesses, learning performance, and future. In this way, while ensuring the correct use and management of time while the learning process becomes efficient, it can eliminate erroneous preferences regarding the choice of profession (Smutny, & Schreiberova, 2020). Ensuring the management of the student's educational life and easy access to information for self-knowledge increases their motivation and contributes to their effective progress and self-confidence development. With artificial intelligence, the development of the student is regularly monitored. Targeted intervention is made by providing analysis, evaluation and feedback on the issues that are difficult by identifying the elements that prevent progress, and learning processes are carried out by completing the deficiencies (Kazu & Kuvvetli, 2023). In addition, successful areas provide incentives for learning and education by identifying strengths and providing motivating practices for this.

#### **4.3. In Terms of Teachers**

Artificial intelligence has great effects on the process of fulfilling the duty of teachers, which are other important actors in education life. It has positive effects on process management like reducing teachers' workload and more efficient use of time. In addition, the control of the assignments given to the student also has a facilitating effect on evaluating and monitoring student performance. Artificial intelligence-supported materials offer the opportunity to create up-to-date and appropriate content on learned topics, to develop content that shortens the learning period, to go beyond routine methods with effective content and to keep the student's interest alive (Regan & Steeves, 2019). Preparing and controlling homework and exams through automated systems allows the teacher to be more comfortable with time and to have more opportunities for communication and interaction with students. They can access the right guidance on giving fast feedback, completing deficiencies more actively and performing their performance in controls and follow-ups made through automated systems. Artificial intelligence-supported materials can produce individualized content for the student, to meet their needs, and to provide stimuli in a way that keeps their interest alive. Regular success analyses in learning processes can present the students with analyses about whether the learning style offered to the student is appropriate and how much success the student has achieved each time. At the same time, he/she can make analyses and career directions that can bring long-term success results by discovering the learning style of the student and identifying success factors according to their learning tendencies.

#### **5. The Advantages of AI Applications in Education**

Artificial intelligence provides different advantages to each stakeholder and can affect their roles in the education process differently. Artificial intelligence technologies can provide more effective management. Thanks to these technologies, very different information about students and teachers can be revealed. In this way, artificial intelligence provides educational administrators and teachers with the opportunity to see weaknesses; thanks to smart systems that allow students to see the subjects they are lacking, student teachers can make notifications about the subjects they need (Porter & Grippa, 2020). Thus, the teacher can spend more time on the subject that the student needs and explain the subject more carefully. Artificial intelligence can raise awareness in school administration and teachers by giving an

early warning about unwanted student behaviors and performances (Murphy, 2019). Various evaluations can be made by handling information such as news and student absences quickly and easily. Artificial intelligence technologies can also enable the early detection of students who are at risk of dropping out of school. The school administration can make the necessary warnings by contacting these students faster and appropriate support can be provided, or necessary measures can be taken before the issues deteriorate (İşler & Kılıç, 2021).

Artificial intelligence provides better interaction opportunities; modern technologies such as virtual reality and gamification make students more interactive by actively involving them in the education process (Zimmerman, 2018). In addition, since some artificial intelligence technologies teach how to teach by gamification, they can enable teachers to manage the classroom more effectively. Artificial intelligence-supported algorithms can provide teachers with more personalized suggestions and training programs by analyzing students' knowledge and interests. Using artificial intelligence, teachers can analyze students in the classroom and understand which student is learning more slowly, if the student has weaknesses or fails to understand some topics, artificial intelligence can show this to the teacher and the teacher can offer appropriate solutions to support learning (Parapadakis, 2020). Artificial intelligence creates an automated curriculum, allowing teachers to spend less time searching for the necessary educational materials. In addition, due to the opportunities provided by artificial intelligence, teachers do not have to develop curricula from scratch (Remain, 2019).

Thanks to artificial intelligence, it is easier to monitor the participation or attendance of students. In other words, there are no cases where the student lags or is absent from the course(s). Because the student performs the learning process within the framework of the artificial intelligence system's control. Today, young people spend a lot of time on the move. Therefore, they prefer to do daily tasks more using their smartphones or tablets. Artificial intelligence-based applications provide students with the opportunity to work in ten-fifteen-minute periods by allowing them to make use of their free time. In addition, students can receive feedback from teachers in real time through artificial intelligence technologies (Zimmerman, 2018). In other words, these technologies can carry learning beyond the concepts of time and space. In this way, education can become both more common and more effective. Various options according to the needs of the students; artificial intelligence-based solutions can determine the knowledge levels of the students. The system tends to help students with what they need and develop their weaknesses. For this, he/she can present learning materials to improve students' weaknesses. For example, the student solves the test before starting to use the artificial intelligence-based application; the application analyzes the test result and can provide student development by assigning new tasks according to the need or artificial intelligence technologies can recommend various books according to the interests and needs of the students (Li & Su, 2020).

## **6. The Disadvantages of AI Applications in Education**

It aims to investigate the effect of artificial intelligence in education life in a method other than traditional methods and to analyze the shaping of the future considering today's effects with a fictional method. Within this goal's scope, the

benefits and possible risks of artificial intelligence related to classroom management such as student and parent relations, course attendance, education curriculum and planning were questioned. The facilitating and instructive effects of artificial intelligence in education and social life are noticeably high. However, on the other hand, it brings along many worrying elements (Çetin & Aktaş, 2021). At the beginning of these concerns, many questions such as the conquest of the world by robots, the management of life by machines, the dismissal of people from their professions, the robotization of people, and the weakening of emotional approaches and values that make people human come to mind (Qin et al., 2020). The fact that artificial intelligence brings many risks and concerns, as well as its benefits, causes some controversy. One of these debates is that artificial intelligence replaces professions and causes unemployment problems. In education, on the other hand, it creates concern that artificial intelligence will replace teachers. Classroom management, realization of learning, classroom discipline, student management, social and cultural development of students, parent interaction, measurement and evaluation practices, and preparation of the lesson plan require teaching skills. Although all these tasks are currently performed by teachers, artificial intelligence is expected to assume this role in the future (Meço & Coştu, 2022). It is thought that it will be beneficial for artificial intelligence to take the role of teacher, which is the basis of education and training, in terms of rapid adaptation, planning by personalization, efficient time management, identifying different learning methods of students, increasing students' participation and exhibiting objective approaches far from the emotional approach. In addition to these, the teacher will be expected to complete the deficiencies of the pedagogical approach, presentation-based narration, instructional approach, and teachings that support emotional development. In this context, the majority recommend the teaching stages of the opinion through the teacher, because artificial intelligence will not replace the teacher and there are many concerns if it replaces the teacher. It is predicted that students who love the artificial intelligence system and are motivated will complete the process with evasive information to deceive the system, while avoidant students who do not adopt the system have an efficient process. For this reason, it can be accepted that artificial intelligence will perform inefficient and low-quality teaching at the level of students who are not sufficiently motivated. In addition, it is argued that due to its structure away from pedagogical and emotional approaches, no solution can be found for the anxious, timid and avoidant behaviors of the students and it will be insufficient (Wang & Wang, 2019).

## 7. Discussion

Artificial intelligence has an important role in different areas of education, training and learning processes. Automated systems have great opportunities to detect student achievement and give feedback. At the same time, providing the student with individualized and original learning methods can make the learning process more efficient and qualified. However, the effects of artificial intelligence on education are not purely positive. Issues such as data confidentiality, lack of human values and emotional motivations are the points that need to be addressed negatively (Meço & Coştu, 2022).

Another important feature of artificial intelligence is that accessibility is easily provided by everyone. Distance education, online applications, live and online lessons, missing lessons, reinforcement by listening to the lesson repeatedly, and providing education with solid teachings are made possible. However, there are concerns about ethical issues regarding the protection and privacy of personal data in all processes. It is necessary to pay attention to the procedure for collecting the personal data of the students, obtaining consent, transferring the clarification text correctly, following the steps in accordance with the legislation in the processing of personal data and protecting the data, and considering the high interest of the students (Remain, 2019). Artificial intelligence also has great effects on the process of fulfilling the duty of teachers, which are other important actors in education life. It has positive effects on process management such as reducing the workload of teachers and more efficient use of time (Kazu & Kurtoğlu Yalçın, 2022). In addition, the control of the assignments given to the student also has a facilitating effect on evaluating and monitoring student performance. Artificial intelligence-supported materials offer the opportunity to create up-to-date and appropriate content on learned topics, to develop content that shortens the learning period, to go beyond routine methods with effective content and to keep the student's interest alive (Reiss, 2021). Preparing and controlling homework and exams through automated systems allows the teacher to be more comfortable with time and to have more opportunities for communication and interaction with students. They can access the right guidance on giving fast feedback, completing deficiencies more actively and performing their performance in controls and follow-ups made through automated systems. Artificial intelligence-supported materials can produce individualized content for the student, to meet their needs, and to provide stimuli in a way that keeps their interests alive. Regular success analyses in learning processes can present the students with analyses about whether the learning style offered to the student is appropriate and how much success the student has achieved in each period. At the same time, he/she can make analyses and career directions that can bring long-term success results by discovering the learning style of the student and identifying success factors according to their learning tendencies.

As a result, artificial intelligence can improve the positive effects and educational processes in education. In addition, there are risks associated with technology. When the positive aspects and negative effects of the above are evaluated, while artificial intelligence cannot be considered an indispensable element for students to realize an efficient teaching process, a change and transformation occur depending on the development of artificial intelligence in all areas of our lives.

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**Skills for Life: How Lifelong Learning Shapes Career Pathways**

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**Abstract**

Lifelong learning and career development have been central topics of research in higher education for many years. In today's rapidly changing global landscape, individuals must possess adaptable skills and competencies to keep up with the demands of society. As a result, it has become increasingly important to understand the role and impact of lifelong learning on career development. Lifelong learning encompasses informal, non-formal, and self-directed learning processes that extend beyond formal education. Similarly, career development requires individuals to continuously evolve and be aware of their personal capacities and societal needs, leading to developments in both the economy and society. Given the significance of higher education, it is crucial that both of these concepts are equally established and promoted to better address the demands of the global world. This paper aims to review existing studies in this field and serve as a foundation for future research that examines the interconnections between these two concepts.

**Keywords:** lifelong learning, career development, higher education institutions

**1. Introduction**

Lifelong learning is a purposeful learning process in which a person engages in formal, informal, non-formal, and self-directed aspects of learning (Mocker & Spear, 1082). It allows individuals to be self-aware and facilitates introspection and self-reflection, enabling individuals to gain a deeper understanding of their thoughts, thinking, and behaviors (Sutherland & Crowther, 2006). It is broader than lifelong education and does not necessarily stick to the formal education setting (Hammer, Chardon, Collins, & Hart, 2012). Career advancement necessitates a dedication to ongoing education and development, much like lifelong learning (Niati, Siregar, & Prayoga, 2021). In light of the increasing importance of globalization and technology, which pose challenges and demands not only for individuals but also for organizations and institutions (Watts, 2001), career development has gained recognition as a concept that can function as a tool for addressing and adapting to these changes (Herr, 2001).

Higher education institutions are expected to provide students with job opportunities and cultivate an atmosphere that allows them to adjust to the ever-changing demands of the labor market and the world at large (Edokpolor & Omiunu, 2017). Therefore, the principles of career growth and lifelong learning are closely intertwined, and they must be nurtured simultaneously to achieve optimal outcomes in meeting societal expectations (Pegg, Waldock, Hendy-Isaac, & Lawton, 2012). The challenge facing higher education institutions is to foster the development of the requisite skills and a learning culture that will empower students to thrive in contemporary societies and fulfill their societal obligations (Erguvan, Parjanadze, Hirshi, 2019). Although there might be hurdles, such as resistance to change and insufficient



resources, it is vital to adopt various management approaches and transform the organizational culture to identify effective techniques for promoting and implementing these concepts in higher education.

## **2. Literature review**

Lifelong learning refers to a concept that encompasses a wide range of meanings, and its definition may vary depending on the context in which it is used (Sutherland & Crowther, 2006). It entails a continuous process of self-awareness, developing new skills, and renewing one's understanding of oneself throughout one's life. This process is not limited to acquiring knowledge and competencies but also encompasses the development of one's personality and mindset. It is a persistent and ongoing endeavor that requires a commitment to lifelong learning. The distinction between formal, informal, non-formal, and self-directed learning (Mocker & Spear, 1092) has led to the differentiation of lifelong education from lifelong learning (Hammer, Chardon, Collins, & Hart, 2012). Lifelong education is a subset of lifelong learning and is limited to formal education that takes place in structured settings, while lifelong learning encompasses a wider range of learning experiences that enable individuals to acquire the skills needed to adapt to the demands of the global world and improve their personal abilities.

In contemporary society, it is imperative not only to cultivate competent and self-aware individuals but also to establish a lifelong learning framework that enables individuals to continuously acquire knowledge and update their skills throughout their lives (Cendon, 2018). In this context, higher education plays a pivotal role in fostering and implementing lifelong learning. Continuous Professional Development (CPD), which encompasses lifelong learning courses and practices, is increasingly recognized as a crucial aspect of professional growth (Friedman A.L., 2023). In the UK, for instance, CPD courses have evolved from being voluntary to mandatory, reflecting the importance of continuous learning to maintain professional competency. Additionally, CPD programs incorporate informal elements, such as reflective practices and social interactions, which contribute to a holistic learning experience. Taking into account lifelong learning and its fundamental nature, it is a principle that enables people to adapt to global needs while fostering their own development and pursuing self-improvement that leads to personal growth and fulfillment (Mbagwu, Chukwuedo, & Ogbuanya, 2020).

### **2.1 Defining Career Development**

As in the case of lifelong learning, career development necessitates individuals' ongoing commitment to enhancing their skills to attain their professional aspirations and personal career objectives (Niati, Siregar, & Prayoga, 2021). According to Super (1980), career development is a component of the social context and society, in which individuals possess unique roles and interests that subsequently form various career paths and patterns, ultimately leading to the satisfaction of societal expectations and requirements. On the other hand, Crites (1969) posited that career development comprises two distinct phases. Initially, individuals must identify their skills and strengths, followed by selecting and

solidifying their career decisions. Career development encompasses a multitude of definitions and viewpoints, yet there is no universally accepted definition that has been agreed upon (Forrier, Verbruggen, & Cuyper, 2015).

Given the significance of globalization and technology in presenting obstacles and demands not only for individuals but also for organizations and institutions (Watts, 2001), career development has come to be recognized as a concept that can serve as an instrument for responding and adapting to these changes (Herr, 2001). In this context, higher education institutions are essential in fostering the career development of students and in establishing stronger connections between the labor market and education programs, as society looks to these institutions to equip students with the skills and employment opportunities needed for the 21st century (Shyle, 2020). Furthermore, it is crucial to consider the fact that employers and organizations are not interested in hiring individuals who possess a specific set of skills and plan to work with them for several years (Nagy, Froidevaux, & Hirschi, 2019). Instead, they are looking for individuals who are capable of adapting their skills and continuously improving in response to global and technological developments.

## **2.2 Interconnectedness Between Lifelong Learning and Career Development?**

Lifelong learning and career development are identical in considering their definitions and roles in today's world (Mbagwu, Chukwuedo, & Ogbuanya, 2020). The function of colleges and universities is not only to provide students with employment but also to foster the development of continuous learning skills and knowledge (Edokpolor & Omiunu, 2017). Thus, the concepts of career development and lifelong learning are closely connected, and they must be supported simultaneously to achieve optimal results in meeting societal expectations (Pegg, Waldock, Hendy-Isaac, & Lawton, 2012). Efficient career development is attainable through the acquisition of lifelong learning skills, which are crucial for meeting both the objectives of education and the expectations of society. It is essential to consider these concepts when striving for success in one's career (Dandara, 2014).

Moreover, the knowledge that is obtained in educational institutions or elsewhere may become outdated, which highlights the importance of lifelong learning, as it enables individuals to continuously update their knowledge through various means, rather than solely relying on formal educational channels (Duta & Rafaila, 2014). Given that education and society are intrinsically linked, as it embodies the core of education (Akhaliya & Kutateladze, 2022), it is critical to implement lifelong learning and continuing professional development (CPD) courses to address the challenges of updating knowledge, meeting societal needs, responding to labor market demands, and navigating personal career paths (Friedman, 2012). According to the research, it is recommended that both lifelong learning and career development be incorporated into all stages of education, including higher education institutions. Doing so would equip students and alumni with the necessary skills to be self-sufficient learners and individuals capable of responding

to the demands of an ever-changing world. This approach would also provide better employment opportunities and conditions for individuals (Burke, Scurry, & Blenkinsopp, 2019).

Therefore, as the concepts of lifelong learning and career development have evolved over time, it is important to consider their definitions and components in order to better understand and implement them in institutions (Super & Hall, 1978). The challenge facing higher education institutions is to foster the development of the requisite skills and learning culture that will enable students to thrive in contemporary societies and fulfill their societal obligations (Erguvan, Parjanadze, Hirshi, 2019). While there may be obstacles, such as resistance to change and inadequate resources, it is essential to devise a variety of management styles and to transform the organizational culture in order to identify effective methods for promoting and implementing these concepts in higher education.

### **3. Conclusion and Recommendations**

Lifelong learning is a concept that involves intentionally engaging in ongoing learning processes. This concept not only fosters personal growth but also promotes institutional and societal growth by equipping individuals with the necessary adaptability and flexibility to respond to changing knowledge demands in the global world. Furthermore, career development is also a lifelong process that requires individuals to be aware of their own strengths, as well as the needs of society and organizations. The interconnectedness of these concepts can be observed in their definitions and shared components.

The close relationship between the concepts is not limited to their definitions and shared elements but also encompasses the expectations and societal demands of the 21st century. It is imperative that higher education institutions foster both of these concepts and establish stronger connections between education and employment. To this end, recognizing the interdependence of lifelong learning and career development and integrating them into educational institutions and plans is crucial.

Considering the importance and immediacy of the concepts, additional research that examines current practices and offers practical recommendations for institutions of higher education to foster the concepts would be beneficial in improving the quality of education. This would also facilitate discovering contextual definitions of the concepts which would enable the institutions to form effective practices.

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**Teachers' Perception on Causes and Resolution of Teacher-Student Conflict (A case of Georgian public school)**

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**Abstract**

Conflict is an inevitable part of any organization arising from personal differences, values, and attitudes. Conflicts in schools can have a great impact on the quality of teacher-student relationships. Numerous studies have found that conflicts are generally viewed negatively, but if managed well, they can contribute to the enhancement of better relationships, stability, and motivation. However, if conflict situations are not resolved quickly, they can cause more misunderstandings and friction among stakeholders. The study aims to identify the major causes of teacher-student conflicts, determine teachers' general perceptions of conflict situations, and develop some practical strategies for conflict management. The research examines the available literature and investigates the problem through quantitative research. The simple random selection method was used to choose the participants of the study. A survey was developed and involved 50 public school teachers. A 5-point Likert-scale and multiple-choice questionnaire was assessed for validity and reliability and then applied online. Findings reveal that various factors can cause teacher-student conflicts, including teachers' attitudes that can trigger conflict situations. The study also outlines practical strategies for consideration while dealing with conflict situations at schools.

**Keywords:** Teacher-student conflict, conflict resolution, conflict management strategies

**1.Introduction**

In the realm of education, the permanent interplay between teachers and students constitutes the cornerstone of effective pedagogy and academic success. However, in this symbiotic relationship, conflicts often arise, posing great challenges to the educational ecosystem. Conflict is an inevitable part of any organization due to various factors including individual differences, feelings, perceptions, emotions, and many others. Conflict situations are prevalent in educational institutions where human interactions are greatly experienced. School conflicts can either positively or negatively impact students' relationships and general academic performance. There are various reasons behind teacher-student conflicts. In many cases, conflicts are viewed negatively which hampers the successful resolution of conflict situations (Purwoko, 2019). This article embarks on a journey to delve into the nuanced perceptions of educators regarding the nature, triggers, and resolution of such conflicts. Besides, there are cases when teachers are not aware of some effective conflict management strategies that also deteriorate the overall educational climate. Even though much research has been done regarding the actuality of teacher-student conflicts suggesting some practical

frameworks, teachers lack practical skills to deal with conflict situations successfully. If conflicts are not resolved timely, they will negatively impact the whole organizational structure of schools and educational institutions. On the contrary, the successful resolution of conflicts contributes to the enhancement of students' academic performance and student-teacher interactions.

#### Research Statement

The reality of schools is characterized by destructive interactions that negatively impact teacher-student relationships. Teachers, in many cases, struggle to resolve conflicts that disrupt the classroom environment.

#### Research objectives

The purpose of the study is to identify the main reasons behind teachers and students. Moreover, it aims to investigate teachers' perceptions of conflict, certain behaviors exhibited by teachers that lead to conflicts and finally give some primary characteristics of effective management of conflicts between teachers and students.

#### Research questions

What are some main reasons for teacher-student conflicts?

What are teachers' general perceptions of teacher-student conflicts?

What are some effective conflict management strategies to resolve teacher-student conflicts at school?

#### Urgency of research

The necessity of the study lies in the understanding of the importance of conflict resolution strategies and their impact on teacher-student relationships.

#### Research limitation

The study explores the major reasons for teacher-student conflicts from only teachers' perspectives. Students' perspectives should be considered to analyze the main reasons for teacher-student conflicts and draw more reliable conclusions. Moreover, the findings of this small-scale study might be time-bound and specific to the current school context resulting in limited generalizability.

## 2.Literature review

conflicts can be found in every organization and educational institutions are not an exception. Schools are one of the most important institutions where human relations are greatly experienced. It unites teachers, students, parents, administration, and many other people from different backgrounds. No doubt, these social interactions also involve discussions, disagreements, and misunderstandings between people as they are part of the organization. Very often conflict is perceived as a negative thing but if managed well, it can have positive consequences as well. If conflict situations are not resolved on time, it can further cause more misunderstandings and friction between stakeholders. On the contrary, well-managed conflicts can lead to enhanced relationships, stability, and increased motivation and cooperation between organizational structure (Ertürk, 2022). One cannot avoid conflict, however, there should be



practical knowledge and skills to deal with conflict situations successfully. When it comes school environment, it is important to demonstrate pedagogical experience and create a positive classroom environment based on humanity. It is equally important to be able to find a source of conflicts at schools fostering respect, collaboration, kindness, and democratic principles in students (kizi et al., 2023).

School is the societal microsystem where constant changes occur that cause various conflict situations in the classroom. Some teachers perceive conflicts as always being negative, violent, and disrespectful which is not always the case. For more experienced teachers, conflicts are perceived as a challenge or an opportunity that enables them to develop professionally. There is a plethora of conflict situations in the classroom indicated by teachers such as students not paying attention, students having communication problems, demonstrating inappropriate or aggressive behavior, and students not willing to participate in classroom activities (Valente et al., 2020). Similarly, Valente & Lourenço (2020) mention various causes of teacher-student conflicts. Among them are: a lack of communication skills on the part of students, destroying school facilities, complaints, high expectations, prejudice, and cultural and even economic differences. The same authors also outline the importance of emotional intelligence in resolving conflict situations at schools. An emotionally intelligent teacher can better understand the feelings and emotions of other students, they demonstrate better communication skills which is one of the important ways to deal with conflicts. According to Borg (2011), conflicts are also common in groups and group work. Major causes of group conflicts at schools are considered to be the fact that members of the group are not willing to do their share of the work or they tend to dominate each other which often causes conflict situations. Other causes include poor communication, unfair and unequal treatment on the part of teachers, being egocentric, and having no responsibility.

As has been mentioned already, conflict situations arise due to many factors. Some researchers think that they arise in the sphere of emotional attitudes on the part of teachers and students. Others believe that conflicts are the sphere of communication and yet some researchers think that they occur due to different goals and value orientations of teachers and students. Very often teachers engage in wrong relationships with their students which triggers conflict situations. It is not enough that teachers have the knowledge and can transfer them, teachers must be pedagogically educated. Teachers ought to be aware of the fact that conflicts are not always negative and they can provide development opportunities (Erkinovna, 2020). Very often conflicts can be the result of power, status, and domination. Thus, conflict is rooted in people's beliefs, values, and perceptions of goals. In addition, it is an inevitable part of the school climate. The resolution of conflicts depends on the general perception of conflict situations. If the school climate is positive, conflicts are likely to be managed constructively. However, if conflicts are always perceived negatively, they can become a destructive tool (Fabunmi & Alimba, 2021).

Teachers are one of the most important parts of the school. Conflicts that arise in school settings are associated with teachers and students, teachers and parents, teachers and other stakeholders. These are examples of interpersonal conflicts that are the most common forms of conflicts in educational organizations. Teachers' inability to deal with

conflicts impacts their capacity to perform successfully in a negative manner. Besides, it impacts student-teacher relationships and decreases the level of quality education (Chinyere, 2016).

As has been already mentioned, conflicts are an important part of development. Teachers' perceptions and attitudes play a significant role in managing conflicts successfully. Teachers ought to be aware of some effective conflict management strategies, be attentive, listen to students' needs, and put themselves in their students' shoes. Besides looking for compromise and having constant communication is one of the important aspects of resolving conflicts (Erkinovna, 2020).

Teachers' successful management of conflict situations largely depends on their understanding and recognition that one approach may be more effective than another. There are 5 strategies for conflict management:

- "Avoiding" when conflicting parties show no concern. This strategy is characterized by a lack of communication and lack of cooperation.

- "Dominating" strategy refers to dominating other members by satisfying one's own needs without considering others. It is also characterized by a lack of cooperation and is considered to be aggressive.

- "Obliging" strategy refers to high cooperation but a lack of assertiveness.

- "Integrating" refers to the management of conflict directly and cooperatively. This strategy different from the previously mentioned ones, involves cooperation, communication and it is oriented on problem-solving.

- "Compromising" strategy represents an attempt that the interests of conflicting parties are taken into account. This strategy involves compromising and cooperation on a moderate level (Valente, Németh, & Lourenço, 2020).

According to Ciuladiene & Kairiene (2017), effective conflict management enhances students' motivation and morale and promotes organizational growth. On the contrary, the inability to resolve conflicts successfully impacts students' psychology as well as causes aggressive behavior, negative emotions, depression, and low self-esteem. Integrating and forcing are given under active orientation strategies while avoiding and accommodating are given under passive orientation strategies. If teachers and students used passive orientation strategies, the conflict was unlikely to be resolved. If active approaches were used, conflicts were more likely to be resolved. The most effective approach turned out to be integrating strategy that involves active communication, compromise, and apologizing on the part of students and teachers. However, it must be noted that students mostly used the "avoiding" strategy and the problem-solving approach turned out to be the least used approach.

According to Vacas & Rodriguez-Ruiz (2023), many teachers engage in wrong relationships with their students because they choose inappropriate conflict management strategies. There are many cases when teachers take punitive measures and actively use domination, punishment, and threats. This is a short-term resolution of a problem and conflicts are still there in the classroom.

To sum up what has been mentioned above, it must be said that conflict is an inevitable part of any organization. It is of crucial importance that teachers perceive conflict situations positively and make attempts to come up with effective

strategies. Besides being aware of some effective conflict-management strategies, teachers must be pedagogically educated. Creating a positive environment, building trust and respect in the classroom, and encouraging communication and cooperation are great motivators for the management of conflicts successfully (Ertürk, 2022).

### 3. Methodology and methods

The research applies mixed methodology. For Qualitative methodology, a literature review was used to provide answers to some questions. The researcher also used quantitative methodology, which helps to gather reliable data in a shorter period. It is far from personal judgment and, thus, provides us with more scientific data (Cohen et al., 2007).

As for the method, a survey was applied that was designed and sent to 52 teachers of one public school via social networks. A 5-point Likert-scale and multiple-choice questionnaire was assessed for validity and reliability. It included 8 questions in total, starting from demographical questions to more basic ones. The questionnaire aimed to identify teachers' perceptions of teacher-student conflicts and determine the main reasons that trigger conflict situations between teachers and students.

#### Participants

52 teachers from one public school participated in the research. Teachers were from both primary and secondary levels with different profiles such as senior teachers, lead teachers, and mentors.

### 4. Results and discussions

The 1st question aimed to determine whether behavioral patterns differed according to gender categories and how gender impacted an individual's choices. As a result, only 11.8% of participants identified as male, and the rest 88.2% identified themselves as female. Respondents' gender did not show a significant difference related to their gender. It might be explained by the fact that statistically, women constitute the majority of most Georgian public schools. As a result, men being a minority, did not give any relevant insight of specific behavioral patterns regarding gender in this particular context.

The 2nd question was asked regarding teachers' experience to ensure the quality of their responses. To the question "How many years of working experience have you got?" most teachers about 45 % mentioned that they had up to 5 years of working experience. Even though the majority of teachers did not have many years of working experience, This duration of professional engagement remains sufficient to offer profound insights regarding teacher-student relationships within an educational setting.

The 3rd question aimed to find out teachers' general perceptions toward conflicts to determine how teachers' perceptions impacted the resolution of teacher-student conflicts. Thus, to the question: "What are your perceptions of conflicts?" A significant portion of teachers conveyed a disapproving stance towards conflicts, a stance congruent with the predominant research evidence illustrating the association between conflict situations in educational settings and

the manifestations of fear, uncertainty, and tension. With the next (4th question) participants were asked to assess to what extent they engaged in conflict situations. Consequently, a significant portion, comprising 53.8%, opted for 'seldom.' Nonetheless, these responses exhibit an incongruity with the conclusions drawn from the globally available literature.

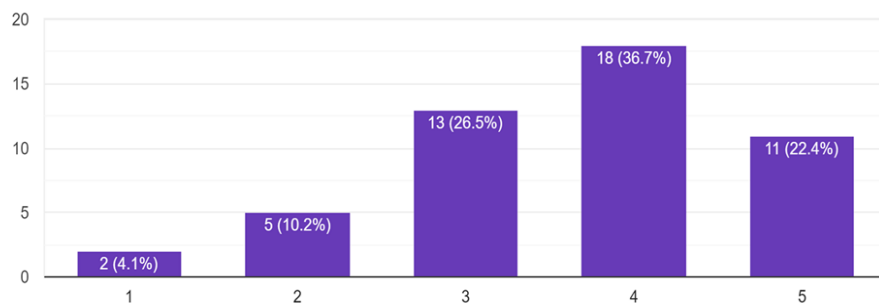
Conflicts can be triggered by various factors in educational institutions where human interactions are greatly experienced. Effective conflict management strategies are crucial to managing conflict situations successfully. The 5th question aimed to determine if teachers use conflict resolution strategies during teaching and learning. To the question "As a teacher, how often do you involve students in establishing rules and procedures?" about 40% mentioned they often involved their students, and about 30% responded that they sometimes involved their students in such processes which is considered an effective conflict management strategy. The analysis of these responses reveals that while the majority of teachers possess an understanding of conflict-resolution strategies, there exists a subset who do not implement them to the same extent, possibly rooted in underlying factors.

Figure 1. Students' involvement in establishing rules and procedures

As a teacher, how often do you involve students' in establishing rules and procedures? 1.

Never 2.seldom 3. Sometimes 4. Often 5.always

49 responses



Communication is considered an effective conflict-resolution strategy. To find out whether teachers communicated with students actively and effectively, the next question was asked: "To what extent do you use communication while resolving conflicts?" the majority of teachers about 60 % admitted they always used communication while dealing with conflict situations. However, using a communication strategy does not guarantee the resolution of conflicts successfully. Even though most teachers used communication strategies, considering the frequency of conflicts, it can be said that many teachers struggle to communicate effectively with their students.

Figure 2. The use of communication in conflict resolution

To what extent do you use Communication while resolving conflict situations?

Never,

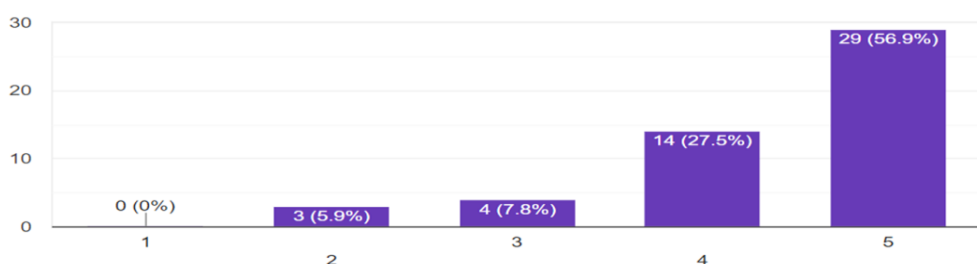
2. Seldom

3. Sometimes

4. Often

5. Always

51 responses



As mentioned above, effective conflict-resolution strategies play a great role in resolving conflicts successfully. To explore how effectively teachers used conflict management strategies, the following question was asked: "How often do you use ignoring as a conflict resolution strategy"? about 43 % mentioned they sometimes used ignoring which according to many studies, is not considered a fruitful conflict management strategy as it does not involve communication and active listening. Upon examination of these responses, it becomes evident that teachers demonstrate an understanding of select conflict management strategies; however, their ability to adeptly implement such strategies within educational contexts is hindered by a lack of experiential background and cognitive mastery.

Figure 3. The use of ignoring as a conflict resolution strategy

How often do you use ignoring as a conflict resolution strategy?

1. Never

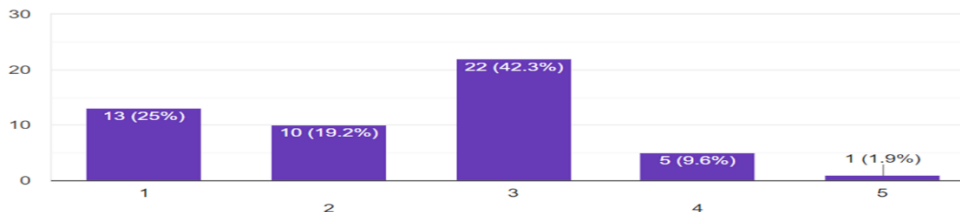
2. Seldom

3. Sometimes

4. Often

5. always

52 responses



Taking the findings of global literature into account, it can be said that various factors cause teacher-student conflicts. Identifying the main reasons for these conflicts is the first and the most important step for the successful resolution of teacher-student conflicts. To determine the major reasons for teacher-student conflicts, teachers were asked the following question. A lack of communication was mentioned as a primary reason for conflicts by the majority of teachers (51%) even though most teachers mentioned they used it while resolving conflicts. Other reasons were A lack of a positive environment (19.6%) unfair treatment (15.7%), unjust assessment (7.8%), misunderstandings, and lack of discipline. Some of these reasons were also outlined in the literature review emphasizing the negative impact of these factors on teacher-student relationships. for instance, a lack of a positive environment and tension between teachers and students can trigger conflicts. Misunderstandings between teachers and students caused by lack of communication seriously damage the quality of their relationships. According to teachers' responses, the reasons for teacher-student conflicts were mostly external. At the same time, the findings from global literature also outlined some internal factors such as individual differences, and students' psychological and emotional states that turned out to impact their capacity to manage conflict situations successfully. Though the possibility exists for the presence of further internal or external variables fostering conflicts, the delineated factors have surfaced as predominant instigators of teacher-student conflict. In light of the participants' feedback, it can be said that conflicts within educational contexts may arise from diverse reasons. Notably, teachers identified a lack of communication as a significant factor contributing to teacher-student conflicts. Furthermore, teachers acknowledged their familiarity with certain conflict-resolution strategies, yet admitted a deficiency in practical experience and implementation proficiency within the classroom setting. Additionally, it was observed that certain strategies, specifically the act of ignoring conflicts, proved ineffective and impeded the conflict resolution process between teachers and students. Moreover, teachers regarded conflicts as detrimental factors hampering the effective resolution of the conflict between teachers and students.

## 5.Conclusion

RQ1. It is apparent from teachers' responses that there are various reasons for teacher-student conflicts. Foremost among the reasons articulated by the respondents are lack of communication, inequitable assessment practices, unfair treatment, and the absence of a conducive educational environment. Significantly, deficient communication emerges as a principal catalyst for teacher-student conflicts, thereby suggesting a lack of practical expertise among educators in the realm of effective conflict resolution strategies.

RQ2. Analysis of educators' responses unveils that conflicts are characterized by ambiguity and tension, often perceived negatively. These observations align with prevailing global literature which acknowledges the obstructive impact of negative perceptions of conflicts on the resolution process between teachers and students. Alternatively, embracing conflicts as vehicles for positive transformation can foster the cultivation and enrichment of teacher-student relationships.

RQ3. Considering the findings of globally available literature, it can be said that one cannot avoid conflicts however, there are effective conflict management strategies that are used to resolve conflict situations successfully. Findings also outline that active orientation strategies such as communication, active listening, apologizing, or compromising are considered to be effective strategies for conflict resolution between teachers and students. Besides, Some studies outlined that conflicts occur in the sphere of emotional attitudes on the part of teachers and students. For that reason, it is crucial to take students' emotional development into consideration as well as their psychological state while dealing with conflict situations.

To sum up, it must be noted that conflicts are an inevitable part of any organization, especially in educational institutions. Students have never been so encouraged to express their personality and emotions before, thus, differences in perceptions, values, and opinions often cause disagreements and misunderstandings. However, Apart from bringing tension, they can also contribute to the development and enhancement of teacher-student relationships. Conflicts provide opportunities to grow personally and professionally. Taking the findings of globally available literature and teachers' responses into account, it can be said that to successfully manage the conflicts, it is crucial to understand these factors, not only external but also internal as well as encourage positive relationships and climate, and most importantly- use some conflict resolution strategies effectively and appropriately to make a big difference in this regard.

## 6.Recommendations

Taking the findings of globally available literature as well as teachers' responses into account, it is reasonable to draw some recommendations.

- It is important to accept conflict situations as a challenge for development
- It is essential to use more collaboration and communication strategies
- Create a positive environment based on trust and shared values
- It is important to raise awareness about the importance of teachers' and students social-emotional development.
- It is crucial that teachers actively participate in practical training regarding conflict-resolution strategies.

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