

# 16TH INTERNATIONAL RESEARCH CONFERENCE ON EDUCATION, LANGUAGE, AND LITERATURE



## ABSTRACT BOOK

Hosted by International Black Sea University, Tbilisi, Georgia

# TABLE OF CONTENTS

<b>KEYNOTE PRESENTATIONS</b>	<b>7</b>
Three Proposals for the Effective and Ethical Use of AI in the Teaching and Learning of English in Georgian Universities and Schools	7
<i>Edward R. Raupp</i>	7
Embodied Learning: Lessons from the Gym and Beyond	7
<i>Katie Rose Hejtmanek</i>	7
Are You AI-Ready? Preparing Faculty for the New Era of Teaching and Learning	7
<i>Treyton Williams</i>	7
Studying Language Change in the AI Era: Will ChatGPT or a Language Corpus Win the Game?	8
<i>Jarosław Krajka</i>	8
<b>WORKSHOPS &amp; PANEL DISCUSSIONS</b>	<b>9</b>
AI in the Language Classroom: Ethics, Responsibility, and Pedagogical Design	9
<i>Nikoloz Parjanadze</i>	9
Teaching in the Age of Innovation: Empowering Educators Through Emerging Technologies	9
<i>Michael Vessio</i>	9
Practical Tips for Meeting the Challenges of AI in the Classroom	9
<i>Judith Elliot</i>	9
Movies in English in Tbilisi: Who Watches Them and Why?	9
<i>Lana Kulik</i>	9
Dialogue on the Role of a Language Instructor in a Media-Rich World	10
<i>Anna Westwig   Hannah Ray</i>	10
Use of Artificial Intelligence in Science: The Universal Language of Coding	10
<i>Blair Turner</i>	10
<b>INNOVATIONS IN EDUCATION</b>	<b>11</b>
New Reality for Academic Integrity in the Era of Artificial Intelligence	11
<i>Ekaterine Pipia</i>	11
Mapping AI Research in Georgian Education: A Developmental Framework	11
<i>Tamar Mikeladze</i>	11
Reconstructing Assessment Systems in Higher Education: Safeguarding the Validity of Learning Outcomes in the Presence of Generative AI	11
<i>Nino Gatchava   Davit Burjanadze</i>	11
Teachers' Perceptions of the Impact of Emotional Intelligence on Students' Performance in AI-Enhanced Classrooms: The Case of Georgian Public Schools	11
<i>Mariam Kruashvili</i>	11
The Approaches to the Integration of Artificial Intelligence in Higher Education Institutions Policy: The Case of Georgian HEIs	12
<i>Ann Gvritishvili   Tinatin Kharshiladze</i>	12
Reconceptualizing Entrepreneurship Education in Schools: A 21st Century Competency Framework	12
<i>Natali Amiranashvili</i>	12
Redefining Pedagogical Frameworks through Human-Centric AI: Strategic Insights from the Georgian Higher Education Sector	12
<i>Nino Karkadze</i>	12
From Theory to Practice: Implementing IB Pedagogical Approaches in a European School	12
<i>Salome Sukhiashvili</i>	12
<b>EDUCATION</b>	<b>14</b>
Inclusion of Students with Intellectual Disability in Primary Schools: Bridging the Gap Between Policy and Practice	14
<i>Mariam Matcharashvili</i>	14
Understanding What Drives Youth Toward STEM: A Systematic Mapping of Influencing Factors	14
<i>Ani Kalandia</i>	14
The Importance of Critical Awareness of Manipulative Communication in Education	14
<i>Valeria Purtseladze</i>	14
Enhancing Social-Emotional Learning and Positive Development of Students	14
<i>Lela Abdushelishvili</i>	14

<b>The Selection Process of Public School Principals in Georgia: Institutional Barriers and the Dynamics of Power within Decision-Making Authorities</b>	15
<i>Tamari Samsonidze</i>	15
<b>The Integration of AI into Second Language (L2) Education</b>	15
<i>Ekaterine Topuria</i>	15
<b>The Right to Education of Convicted Persons</b>	15
<i>Tinatin Sudadze</i>	15
<b>The Relationship Between Attachment to Artificial Intelligence, Emotional Regulation, and Self-Efficacy Among Georgian Students</b>	15
<i>Teona Gubianuri   Nino Tolordava</i>	15
<b>EDUCATION &amp; LANGUAGE</b>	<b>17</b>
<b>How Informal Extracurricular STEAM Programs May Support Teacher School-Based Continuous Professional Development: Nationwide Pilot Findings</b>	17
<i>Khatia Tsiramua   Jeffrey A. Nowak</i>	17
<b>Thinking or Outsourcing? Cognitive Offloading in AI-Assisted Language Learning and Its Implications for Learner Autonomy</b>	17
<i>Elif Erguvan</i>	17
<b>Personality Development Through the Big Five Model: The Role of Parenting, Self-Perception, and Upbringing Styles</b>	17
<i>Nana Aleksidze</i>	17
<b>AI in Teaching: From Lesson Planning to Reflection</b>	17
<i>Nino Maisuradze</i>	17
<b>Beyond the Classroom: Motivating Learners through Experiential and Interdisciplinary ELT Practices</b>	18
<i>Tatia Mardaleishvili   Sopiko Tskhelishvili   Nino Kashia</i>	18
<b>AI Challenging Academic Integrity in Education</b>	18
<i>Mariam Datukishvili</i>	18
<b>Biblically Derived Gendered Phraseological Units in English and Georgian: A Lexicographic Perspective</b>	18
<i>Diana Nemsitsveridze</i>	18
<b>Shaping Tourist Experience Through Metaphor and Zeugma: Evidence from Web-based Promotional Discourse and Implications for ESL Teaching</b>	18
<i>Nazi Iritspukhova</i>	18
<b>Reconceptualizing Research Paper Writing in the Age of Artificial Intelligence: Opportunities, Risks, and Implications for Academic Integrity</b>	19
<i>Mariam Kuchava</i>	19
<b>Results of IT Reskilling: A Case Study of GITA's "5000 IT Specialists" Project</b>	19
<i>Ana Jebirashvili   Ekaterine Oshkhereli</i>	19
<b>Challenges of Implementing Integrated Vocational Education Programs in Georgia: A Case Study of Vocational Education Institutions</b>	19
<i>Mariami Karkashadze</i>	19
<b>AI-Mediated Professionalism: Bridging the Authenticity Gap between "Street Talk" and Business Pragmatics through Generative Simulations</b>	20
<i>Nino Narindoshvili</i>	20
<b>Inclusive Education in Practice: Challenges, Parental Engagement, and Support Strategies for Students with Special Educational Needs</b>	20
<i>Natia Tevdoradze</i>	20
<b>From Textbook to the World: Building Cross-Cultural Competence Through International Classroom Connections</b>	20
<i>Lana Chkhartishvili</i>	20
<b>Pedagogical Views and Methods of Dimitri Uznadze</b>	20
<i>Ani Datunashvili</i>	20
<b>The Engagement Gap: Rethinking What Motivates Learners Today</b>	21
<i>Eter Metreveli</i>	21
<b>ENGLISH LANGUAGE TEACHING</b>	<b>22</b>
<b>Rethinking Presentation Assessment in Higher Education: Student Attitudes, AI Use, and Evaluation Criteria</b>	22
<i>Maia Kutateladze</i>	22
<b>Enhancing University Students' Writing Skills Through Peer and Self-Editing in the Era of Artificial Intelligence</b>	22
<i>Ana Chankvetadze</i>	22
<b>Artificial Intelligence and the Future of Education</b>	22
<i>Eliza Kintsurashvili</i>	22

<b>High School Teachers' Readiness to Integrate AI-Based Reading Tools into English as a Foreign Language Classroom Practice</b>	22
<i>Tamar Tarashvili</i>	22
<b>From Local Classrooms to European Practices in English Language Education</b>	23
<i>Lika Supatashvili</i>	23
<b>Humanoid Robots in the Teaching Process: Assistance or Replacements?</b>	23
<i>Ketevan Khmaladze</i>	23
<b>Can AI Turn 'Me' into 'We'?</b>	23
<i>Guranda Khabeishvili</i>	23
<b>AI in English Language Teaching and Learning: Opportunities and Applications</b>	23
<i>Mariam Yasinskaya</i>	23
<b>AI-Assisted Feedback and Assessment in IELTS Speaking: Exploring AI as a Simulated Examiner</b>	24
<i>Nato Pachuashvili</i>	24
<b>Advancing Oral Proficiency in Maritime English via Guided Classroom Activities and AI Interaction</b>	24
<i>Tamari Dolidze   Natia Vasadze   John R. Jordan   Tea Mikadze</i>	24
<b>English Beyond Borders: Ethnography of Communication in Practice Through ELF and Dell Hymes' SPEAKING Model</b>	24
<i>Elena Tsatsua</i>	24
<b>Challenges of Online Teaching and Effective Methods</b>	24
<i>Pikria Toria   Natia Gabedava</i>	24
<b>The Discovery Learning Approach to Language Teaching</b>	25
<i>Nino Tsulaia</i>	25
<b>Teaching Pragmatic English to Psychology Students through Layered Task Chains and Character AI</b>	25
<i>Mari Makharashvili   June Ruivivar</i>	25
<b>English as a Foreign Language (EFL) Writing in the Age of AI: A Questionnaire-Based Study of Frequency, Functions, and Practices of ChatGPT Use among Georgian EFL University Students</b>	25
<i>Tamari Gurginishvili</i>	25
<b>Artificial Intelligence as a Tool for Inclusive English Language Teaching: Bridging Theory and Classroom Practice</b>	25
<i>Maka Sikharulidze</i>	25
<b>Learner Readiness vs. Actual Participation in EFL Speaking</b>	26
<i>Tata Gulua</i>	26
<b>From Rules to Navigation: A Cognitive-Metaphorical Model for Tense Instruction in ELT</b>	26
<i>Tinatin Dadianidze</i>	26
<b>LINGUISTICS &amp; TRANSLATION STUDIES</b>	<b>27</b>
<b>From Sound to Symbol: A Cognitive and Multimodal Semiotic Analysis of Onomatopoeia in the English and Georgian Languages</b>	27
<i>Nino Kemertelidze   Meri Giorgadze</i>	27
<b>Backchannel Signals during Classroom Presentations: Perspectives of Georgian, Armenian, and Azerbaijani Students</b>	27
<i>Mariam Nebieridze</i>	27
<b>The Importance of Teaching Phonetics and Pronunciation in ELT and the Most Effective Strategies Applied in the Classroom</b>	27
<i>Tamar Tskhvitava</i>	27
<b>The Challenges of Transferring Regional Language Features and Cultural Identity in the Indirect Translation of Nodar Dumbadze's Granny, Iliko, Ilarion and I</b>	27
<i>Ketevan Dogonadze   Nino Nijaradze   Maia Alavidze</i>	27
<b>The Effects of Historical and Cultural Changes on Georgian Translations of J.D. Salinger's The Catcher in the Rye</b>	28
<i>Tamara Kobeshavidze</i>	28
<b>The Art of Taming the Untranslatable: Linguistic and Cultural Mediation in the English Translation of Saint-Exupéry's "The Little Prince"</b>	28
<i>Inga Tkemaladze   Ekaterine Archvadze</i>	28
<b>Translating the Terminology of Academic Discourse in Institutional Contexts: Challenges for AI and Human Translators</b>	28
<i>Maia Alavidze   Zinaida Chachanidze</i>	28
<b>Building Intercultural Competence Beyond the Classroom</b>	28
<i>Rusudan Lomtadze</i>	28
<b>Between Objectivity and Subjectivity: A Discourse-Analytical Study of Evaluation in Wine Tasting Language</b>	28
<i>Nino Kuratishvili</i>	28

<b>LITERATURE &amp; LINGUISTICS</b>	<b>30</b>
Beyond the Threshold: Liminal Space and Heroic Transformation in Neil Gaiman's Coraline	30
<i>Mariam Merkviladze</i>	30
The Short Story and the Paradox of Genre Legitimation in American Literary Criticism	30
<i>Tamta Kalichava   Tamar Kalichava</i>	30
Colossus as a Powerful Symbol of a Deceased Father in Sylvia Plath's Eponymous Poem "The Colossus"	30
<i>Marina Zoranyan</i>	30
Women's Lives From Jane Austen to Sarah Waters: A Comparative Literary Study	30
<i>Mariam Kiladze</i>	30
Lyrical Voice of Femininity in Nineteenth-Century British Female Poetry	31
<i>Elizaveta Kavtaradze</i>	31
Living Latin: Its Hidden Power in English Vocabulary and Style	31
<i>Mariam Nemsadze</i>	31
Learning to Sound English: Sociophonetic Awareness in Georgian EFL Learners: Levels of Perception and Phonetic Manifestation	31
<i>Nino Jojua</i>	31
The Other in James Joyce's Ulysses	31
<i>Lasha Chakhvadze   Nona Chanturia</i>	31
<b>VIRTUAL ROOM – EDUCATION &amp; LANGUAGE</b>	<b>32</b>
Systemic Implementation of Climate Change Education: Teachers' Perceptions and Moderating Mechanisms	19
<i>Sophie Shauli   Anat Abramovich</i>	19
Customized Professional Development for Educators: One-On-One Mentoring as a Model for Sustainable Pedagogical Change	32
<i>Lavi Sigman</i>	32
The Relationship Between Beginning Teachers' Learning Patterns and Teaching Quality	32
<i>Yasmin Neulinger-Schwartz</i>	32
More Than English: Perspectives From Higher Education Staff Members in Poland and Georgia	32
<i>Nana Akofyani</i>	32
Reframing Sustainability and Environmental Education as a Security Imperative: Integrating Climate Risk, Resilience, and Policy Literacy in Contemporary Learning Systems	32
<i>Foster Nyasha</i>	32
The Effects of Multimedia Combining Computer-Based Learning and Video Modeling on the Acquisition and Improvement of Social Skills Among Students with Mild Intellectual Disability	33
<i>Irit Benin</i>	33
Humour We Live By: An Ecolinguistic Perspective on Tri-Functional Analysis of Humour in the Iraqi EFL Classroom Ecosystem	33
<i>Huda Halawachy   Dunia Al-Bayati   Huda Al-Hassani</i>	33
From Biblical Warrior to Seductress: Gender, Body, and Cultural Reconstruction of Yael in the Babylonian Talmud and its Zoroastrian Context	33
<i>Liat Mandelbaum</i>	33
EFL Teachers' Use and Perceptions of Artificial Intelligence in Education: A Comparative Study of State and Private Schools in Georgia	34
<i>Meri Iobidze   Ekaterine Archvadze</i>	34
Identifying Linguistic and Psychological Barriers in Oral Communication: A Case Study of University Students via Mini World Café	34
<i>Gulnara Janova   Maka Murvanidze</i>	34
Christophore Guramishvili's Pedagogy and Its Parallels with Basil the Great and Contemporary Education	34
<i>Grigol Bendeliani</i>	34



## KEYNOTE PRESENTATIONS

### Three Proposals for the Effective and Ethical Use of AI in the Teaching and Learning of English in Georgian Universities and Schools

**Edward R. Raupp**

*Gori State University, Georgia*

Globally, artificial intelligence has become a key part of language learning experiences. It is changing how learners access material, receive feedback, and carry out complex literacy tasks in their additional languages. In Georgia, where English is taught as a foreign language in universities and schools, generative AI tools offer both opportunities and risks, especially related to academic honesty, assessment quality, and equal access. This paper draws on research in artificial intelligence, computer-assisted language learning (CALL), technology-based teaching, and drama-centered language education. It argues that to effectively and ethically integrate AI into Georgian EFL education, we need coordinated policies, strong institutional guidelines, and innovative teaching methods. The paper begins by reviewing relevant literature on AI-supported language learning. It then looks at current discussions about academic integrity and generative AI, stressing the need for clear institutional policies on AI. Based on research in drama education and language arts, the paper suggests creating drama clubs in Georgian universities and schools. Three proposals are made: (1) every Georgian university and school should adopt an AI policy that encourages responsible academic use; (2) each institution should set clear guidelines for using AI in teaching, learning, and assessment; and (3) drama clubs supported by AI research and preparation tools should be established to promote spoken English, cultural understanding, and creative teamwork.

**Keywords:** *AI in EFL, academic integrity, drama education, institutional policy, Georgian education*

### Embodied Learning: Lessons from the Gym and Beyond

**Katie Rose Hejtmanek**

*Brooklyn College, CUNY | U.S. Embassy*

What can we learn from the gym, sports, or life in mental institutions? What kinds of cultural and linguistic lessons emerge in spaces we don't consider centers of education? We often think of language as a cognitive process and learning as sitting at a desk listening. Drawing on 20 years of anthropological research, this keynote argues that learning is an embodied process, linking movement with cognition, emotion, and culture. Based on research in various communities focused on self-transformation and the application of research findings to the classroom at Brooklyn College, this presentation discusses the value of physical practices in the process of cultural, linguistic, and higher education.

**Keywords:** *embodied learning, anthropology, physical practice, cultural education*

### Are You AI-Ready? Preparing Faculty for the New Era of Teaching and Learning

**Treyton Williams**

*University of North Dakota, USA*

Artificial intelligence is transforming the landscape of post-secondary education, creating new opportunities for instructional innovation while raising critical concerns around assessment, academic integrity, faculty workload, and equity. Many educators feel unprepared for this rapid shift and need clear, practical guidance on how to adapt their teaching and support their students in an AI-rich environment. This session provides a balanced, actionable roadmap designed specifically for faculty. Participants will explore the tangible benefits of AI—including personalized learning, improved accessibility, and instructional efficiency—as well as the challenges related to student misuse, unclear course policies, reliance on AI tools, and evolving assessment expectations. Through real-world examples and hands-on strategies, attendees will learn how to redesign assignments, strengthen academic integrity, incorporate AI responsibly, and enhance student learning without sacrificing rigor or authenticity. By grounding the conversation in practical application rather than hype or fear, this session equips faculty with the confidence and clarity needed to navigate the emerging realities of AI in higher education.

Participants will leave with concrete tools, frameworks, and resources that can be implemented immediately in their courses.

**Keywords:** *AI in higher education, faculty development, academic integrity, assessment redesign*

## Studying Language Change in the AI Era: Will ChatGPT or a Language Corpus Win the Game?

**Jarosław Krajka**

*Maria Curie-Skłodowska University, Poland*

---

Learning foreign languages based on data collected in corpora (known as Data-Driven Learning) has a long tradition with numerous studies proving the beneficial effect of corpus consultations on increasing authenticity of language instruction, improving grammar discovery and vocabulary acquisition. The emergence of Web-as-Corpus and do-it-yourself concordancing approaches, together with facilitated access to ready-made corpora, enabled the incorporation of DDL techniques into language classrooms. However, with the Generative Artificial Intelligence tools revolutionising the language teaching landscape, a question needs to be asked whether and to what extent GenAI can fulfil a role equivalent or complementary to language corpora. The purpose of this presentation is to explore the practical reality of Data-Driven Learning in the GenAI setting, employing various GPT tools (ChatGPT, Gemini, Claude, Grok and Mistral) to illustrate analysis of changes in the English language.

**Keywords:** *Data-Driven Learning, corpus linguistics, generative AI, ChatGPT, language change*

## WORKSHOPS & PANEL DISCUSSIONS

### AI in the Language Classroom: Ethics, Responsibility, and Pedagogical Design

**Nikoloz Parjanadze**

*European University, Georgia*

Generative AI is reshaping what it means to teach and learn—but what does this mean specifically for English language educators? This workshop invites teachers to move beyond the question of whether students are "cheating" and toward a deeper inquiry: what kind of learning do we want to protect, and how do we design for it? Drawing on constructivist learning theory, critical pedagogy, and emerging practice in higher education, we explore how AI tools can scaffold language development without replacing the productive struggle through which genuine competence is built. We also examine the ethical dimensions unique to English language teaching—including AI's built-in bias toward English-language epistemologies, the risks this poses for multilingual learners, and questions of equity and academic integrity. Participants will leave with practical frameworks for redesigning tasks, engaging students as critical AI users, and navigating institutional pressures with clarity and confidence.

**Keywords:** *AI ethics, constructivism, critical pedagogy, assessment design, multilingual learners*

### Teaching in the Age of Innovation: Empowering Educators Through Emerging Technologies

**Michael Vessio**

*English Language Fellow, U.S. Embassy*

In an era defined by rapid technological advancement, educators face both unprecedented challenges and transformative opportunities. This presentation explores how emerging technologies—ranging from AI-driven learning platforms to immersive virtual environments—can empower educators to enhance engagement, personalize instruction, and foster global collaboration. Drawing on real-world examples and interdisciplinary research, we examine the evolving role of the educator as a facilitator, innovator, and lifelong learner. Special attention is given to strategies for integrating technology in culturally responsive and pedagogically sound ways, ensuring that digital tools serve as bridges rather than barriers. By reimagining the classroom through the lens of innovation, this session invites participants to embrace a future where technology amplifies human connection, creativity, and impact.

**Keywords:** *emerging technologies, AI-driven learning, virtual environments, personalized instruction, global collaboration*

### Practical Tips for Meeting the Challenges of AI in the Classroom

**Judith Elliot**

*Former English Language Fellow, USA*

The influence of AI in English classrooms for native speakers has expanded so rapidly over the past six months that many teachers have been forced to develop tactics on an ad hoc basis. Based on these native speaker experiences, this presentation offers practical suggestions to EFL educators for navigating the fast-changing landscape of AI in teaching the four skills, along with short-term coping strategies teachers can use immediately.

**Keywords:** *AI in EFL, four skills, classroom strategies, practical pedagogy*

### Movies in English in Tbilisi: Who Watches Them and Why?

**Lana Kulik**

*Fulbright Scholar, U.S. Embassy*

This research project, currently in the data collection stage, includes observation, a survey and interviews with movie theater managers in Tbilisi. The main research question is who and why watches movies in English in Tbilisi, what are the preferred modes of consumption (streaming, online, or in the movie theaters) and what are the uses and gratifications people experience from movie watching.

**Keywords:** *film literacy, uses and gratifications, Tbilisi, media consumption, English language*

## Dialogue on the Role of a Language Instructor in a Media-Rich World

**Anna Westwig | Hannah Ray**

*English Teaching Assistants (ETAs), U.S. Embassy*

English Language instruction occupies a privileged position in the globalized world: English Language students have access to a seemingly endless catalogue of English-language popular culture. While this is an indubitable benefit to students' language skills, it problematizes the traditional role of a language instructor. Often students mimic the rationales of a native speaker, "feeling" the right answer rather than knowing it. However, in practice, intuition is not enough for second-language learners. Media exposure develops passive comprehension skills, but does little for production skills. An asymmetry between the two skills is natural and predictable, but it is heightened. Two ETAs placed in Tbilisi and Telavi hold an open dialogue on their experiences teaching a media-rich language.

**Keywords:** *media-rich language learning, ELT, comprehension vs. production, native speaker intuition*

## Use of Artificial Intelligence in Science: The Universal Language of Coding

**Blair Turner**

*Fulbright Scholar, U.S. Embassy*

AI is rapidly becoming a driving force in modern society. Nowhere is this more evident than in the sciences, where its evolution has transformed the landscape of discovery. In the 21st century, research has evolved as an interdisciplinary frontier, uniting biologists, engineers, programmers, and advanced AI tools. With this convergence, language emerges as a central framework linking human communication, computational code, and genetic sequences. This presentation explores how AI tools are advancing plant and genetic research, and discusses the parallels between gene expression, coding, and language.

**Keywords:** *AI in science, coding, genetic research, interdisciplinary research, language and computation*

## INNOVATIONS IN EDUCATION

### New Reality for Academic Integrity in the Era of Artificial Intelligence

*Ekaterine Pipia*

The rapid integration of artificial intelligence tools into academic settings has fundamentally transformed the landscape of academic integrity, creating challenges that existing institutional policies and assessment frameworks are ill-equipped to address. This presentation examines the shifting boundaries between legitimate AI assistance and academic misconduct, proposing a practical spectrum-based framework that moves beyond binary "allowed/prohibited" classifications. Drawing on recent empirical data and institutional case studies, the presentation identifies the root causes of AI-related integrity breaches—including assessment design vulnerabilities, policy ambiguity, and digital literacy gaps among both students and faculty. Practical recommendations are offered at three levels: institutional policy reform, faculty assessment redesign, and student-facing ethical frameworks. The presentation argues that the goal of academic integrity in the AI era is not the elimination of AI use, but the cultivation of critical thinking, transparency, and intellectual responsibility. Attendees will leave with a concrete 30-day action plan applicable across disciplines and institutional contexts.

**Keywords:** *academic integrity, artificial intelligence, assessment redesign, AI policy, higher education*

### Mapping AI Research in Georgian Education: A Developmental Framework

*Tamar Mikeladze*

The aim of this literature review is to examine the research context of AI in Georgian education and propose a context-specific developmental framework. It is the first attempt to map the research landscape on AI in Georgian education. The review focused on empirical studies on AI in education published in English between 2020–2025. The analysis of 14 papers showed that most studies have been conducted at the university level, and most findings on AI in education are positive. Most mixed-method studies investigated the use of ChatGPT on learning outcomes, indicating that it is the most widely used AI tool among students and teachers in Georgia. One-third of the studies investigated the use of AI in English language teaching. The studies reflect two stages of AI engagement in Georgian education: Introduction and Adoption. The last stage, Pedagogical Appropriation of AI, was not observed in the studies and is thus presented as a prospective stage of AI research development.

**Keywords:** *artificial intelligence in education, AI adoption, AI appropriation, developmental framework, Georgia*

### Reconstructing Assessment Systems in Higher Education: Safeguarding the Validity of Learning Outcomes in the Presence of Generative AI

*Nino Gatchava | Davit Burjanadze*

The emergence and integration of Generative Artificial Intelligence into all sectors and fields, including higher education, has created a critical need to prioritize and develop Quality Assurance mechanisms for higher educational programs. Traditional approaches, models and activities are now facing an "academic integrity crisis." This paper identifies pathways for transforming assessment systems to reach the validity of learning outcomes in the digital era, using a qualitative methodology with analysis of secondary sources and international experience. The paper analyzes the transition from "product-oriented" assessment to "process-oriented" models, and reviews the modification of assessment rubrics to include reflective components and validation. A strategic framework is proposed for Quality Assurance departments, involving the adaptation of curriculum design to an AI-inclusive environment.

**Keywords:** *AI, learning outcomes, quality assurance, academic validity, digital transformation*

### Teachers' Perceptions of the Impact of Emotional Intelligence on Students' Performance in AI-Enhanced Classrooms: The Case of Georgian Public Schools

*Mariam Kruashvili*

This study examines teachers' perceptions of the role of emotional intelligence (EI) in student performance within AI-enhanced classroom settings in Georgian public schools. As AI tools become more integrated into

educational environments, understanding how emotional competencies interact with technology-mediated learning has become increasingly relevant. The research explores how teachers observe and interpret the relationship between students' emotional intelligence and their academic engagement and performance in contexts where AI tools are in use.

**Keywords:** *emotional intelligence, AI-enhanced classroom, teacher perceptions, Georgian public schools*

## The Approaches to the Integration of Artificial Intelligence in Higher Education Institutions Policy: The Case of Georgian HEIs

*Ann Gvritishvili | Tinatin Kharshiladze*

Effective use of Artificial Intelligence in higher education can promote student-centred learning and personalised educational experiences, while introducing innovative teaching methods. This article aims to evaluate the current state of integration of AI policies at the institutional level in Georgian HEIs. Quantitative and qualitative research was conducted, revealing a critical gap in implementing practical policies regarding AI application. Examination of official HEI websites showed that in the majority of universities, formal regulatory documents regarding AI are not yet available. The article highlights significant opportunities AI offers for enhancing teaching, learning, and administrative processes, while also addressing challenges such as high implementation costs, lack of technical expertise, and resistance to change.

**Keywords:** *artificial intelligence, personalised education, higher education institutional policies, student-centred learning, human interaction*

## Reconceptualizing Entrepreneurship Education in Schools: A 21st Century Competency Framework

*Natali Amiranashvili*

Entrepreneurship education has gained increasing attention in school systems worldwide as a means of preparing students for uncertain and rapidly changing social and economic environments. However, existing approaches often remain narrowly focused on business creation and economic outcomes, limiting their relevance for all learners. This paper argues that entrepreneurship education in schools should be reconceptualized as a broader, competency-based domain aligned with the demands of the 21st century. The study proposes a conceptual framework that positions entrepreneurship education as a multidimensional construct encompassing cognitive, creative, personal, and social competencies. The framework emphasizes the integration of entrepreneurial learning across subject areas and highlights the role of experiential, student-centered pedagogies.

**Keywords:** *entrepreneurship education, 21st century skills, competency-based education, school curriculum, experiential learning*

## Redefining Pedagogical Frameworks through Human-Centric AI: Strategic Insights from the Georgian Higher Education Sector

*Nino Karkadze*

*Samtskhe-Javakheti State University, Georgia*

As academic environments undergo rapid digital evolution, the role of Artificial Intelligence has shifted from a mere technical tool to a foundational element of educational innovation. This paper investigates the conceptual shift toward "Human-Centric AI," focusing on its capacity to augment, rather than substitute, the human element in teaching and learning. Drawing on recent international research perspectives, the study explores how this shift facilitates the implementation of advanced pedagogical models such as Flipped Learning and Universal Design for Learning (UDL). The research provides a critical analysis of the digital transformation journey within the Georgian context, specifically highlighting the efforts at Samtskhe-Javakheti State University to establish a regional center of excellence. Utilizing qualitative analytical techniques including NVivo, the study evaluates the intersection of ethical AI adoption and inclusive educational management.

**Keywords:** *educational innovation, human-centric AI, digital literacy, interdisciplinary education*

## From Theory to Practice: Implementing IB Pedagogical Approaches in a European School

*Salome Sukhiashvili*

This study examines long-term pedagogical practice within the International Baccalaureate programme in a European school context, focusing on inquiry-based, student-centered, and multimodal approaches to literary education. It explores how the flexible integration of activity-based learning supports students' interpretative depth, engagement, and higher-order thinking skills, while fostering Approaches to Learning (ATL) skills, IB Learner Profile attributes, and global citizenship. Learners engage with literary works through visual, digital, performative, and reconstructive modes of interpretation. Observational evidence indicates increased student engagement, deeper interpretative thinking, and a shift from descriptive responses toward analytical reasoning. Findings suggest that IB-aligned pedagogical practices develop ATL skills, reinforce the Learner Profile, and nurture global citizenship, transforming literature education into an adaptive, inquiry-driven, student-centered learning process.

**Keywords:** *International Baccalaureate, inquiry-based learning, student-centered learning, multimodal pedagogy, ATL skills, global citizenship*

## EDUCATION

### Inclusion of Students with Intellectual Disability in Primary Schools: Bridging the Gap Between Policy and Practice

*Mariam Matcharashvili*

Intellectual Disability (ID) is defined as a neurodevelopmental condition characterized by difficulties with intellectual and adaptive functioning, abstract reasoning and working memory. By the time children enter primary school, difficulties start to emerge, and these challenges hinder them from acquiring age-appropriate knowledge. Research indicates that earlier diagnosis leads to students' better cognitive and social outcomes. This study presents findings related to Intellectual Disability diagnostic tool effectiveness and the policy-practice gap in two different country contexts: the UK and the USA. The presentation discusses co-occurring disabilities, support provided through IEP plans (USA) and EHCP (UK), and key aspects of inclusive schooling for students with intellectual disabilities.

**Keywords:** *intellectual disability, individualized education plan (IEP), EHCP, inclusive schooling*

### Understanding What Drives Youth Toward STEM: A Systematic Mapping of Influencing Factors

*Ani Kalandia*

STEM disciplines play a vital role in societal advancement and are typically linked to strong employment opportunities and economic stability. Despite these advantages, many countries face a shortage of graduates in key STEM areas. This study conducts a systematic mapping of existing literature to explore research trends related to the factors influencing students' decisions to pursue careers in Computer Science and STEM. Identified factors are organized into three primary categories—environmental, social, and personal—each further divided into four levels of subcategories. The dominant theoretical perspectives include Expectancy-Value Theory and Social Cognitive Career Theory. The review also highlights a strong research focus on gender differences, particularly regarding factors influencing women's participation in Computer Science.

**Keywords:** *career aspirations, career choice, STEM, systematic literature review, influencing factors*

### The Importance of Critical Awareness of Manipulative Communication in Education

*Valeria Purtseladze*

*Tbilisi State University, Georgia*

This paper examines the significance of awareness of manipulative discourse practices, including psychological manipulation, among students and teachers, and its influence on learning processes. The study investigates how well undergraduate students at Tbilisi State University are aware of such practices. Relying on the results of an anonymous survey, it assesses their ability to identify and critically evaluate manipulative tactics like gaslighting, guilt-tripping, shaming, and triangulation in educational interactions. Results reveal that students have a moderate awareness of psychological manipulation, which is often partial and dependent on context. The study emphasizes the importance of fostering critical discourse awareness among both learners and teachers, advocating for systematic integration of critical communication literacy into academic practice.

**Keywords:** *manipulative discourse, teacher talk, gaslighting, critical discourse awareness, academic well-being*

### Enhancing Social-Emotional Learning and Positive Development of Students

*Lela Abdushelishvili*

In recent years, education psychology has increasingly recognized the importance of social-emotional health in achieving positive outcomes for students. Social-emotional skills such as empathy, self-awareness, and responsible decision-making are crucial for long-term academic and personal success. This presentation discusses the theoretical and empirical foundations for social-emotional learning (SEL) and its significance for youth positive development. Research underscores that SEL interventions not only enhance students' social-emotional skills but also contribute to improved academic performance and reduced behavioral problems,

yielding long-term benefits including higher graduation rates and lower rates of substance abuse and criminal activity. By fostering a nurturing and inclusive classroom climate, educators facilitate the cultivation of essential skills such as empathy, resilience, and conflict resolution.

**Keywords:** *social-emotional learning, SEL, student wellbeing, academic performance, resilience*

## The Selection Process of Public School Principals in Georgia: Institutional Barriers and the Dynamics of Power within Decision-Making Authorities

*Tamari Samsonidze*

This research examines the process of selecting school principals in public schools in Georgia, highlighting the institutional barriers and dynamics of decision-making authorities involved in the selection process. The study aims to assess both the legal and practical stages of the process, focusing on the systemic challenges that hinder the appointment of certified candidates despite structured selection procedures. Key issues identified include informal and political influences, the appointment of non-certified acting principals without competition, and the limited involvement of school staff. The research provides an in-depth analysis of the shortcomings of the current model and its misalignment with contemporary standards of educational leadership, offering recommendations for reforming the process to ensure greater fairness and transparency.

**Keywords:** *school principal selection, public schools, transparency, educational governance, supervisory board*

## The Integration of AI into Second Language (L2) Education

*Ekaterine Topuria*

The integration of artificial intelligence into second language education has transformed traditional pedagogical approaches, enabling more personalized, adaptive, and data-driven learning environments. This paper examines the management of AI-assisted language classes, exploring how educators can effectively incorporate AI tools while maintaining pedagogical integrity. Drawing on insights from Second Language Acquisition and Educational Technology, the study examines blended learning models that combine AI-driven instruction with teacher-led interaction. The analysis highlights that AI can enhance vocabulary acquisition, grammar practice, pronunciation training, and formative assessment. The paper proposes a structured framework for AI integration, consisting of pre-class preparation, in-class interaction, and post-class reinforcement, ensuring a balanced and pedagogically sound learning experience.

**Keywords:** *AI, interaction, reinforcement, L2 education, blended learning*

## The Right to Education of Convicted Persons

*Tinatin Sudadze*

Education is a fundamental right that belongs to every individual, regardless of social status. This right becomes especially important in penitentiary institutions, where education can open doors for convicted persons by giving them the opportunity to gain knowledge and skills that support their reintegration into society after release. The aim of this research is to examine the current education system in Georgian penitentiary institutions, identify the challenges that prevent convicted persons from fully exercising this right, and develop recommendations for improving its implementation. This study uses a comparative research method, drawing on both Georgian and international experience. The findings show that access to education in prisons is still limited due to infrastructural and organizational challenges.

**Keywords:** *education system, penitentiary institution, convicted persons, basic human right*

## The Relationship Between Attachment to Artificial Intelligence, Emotional Regulation, and Self-Efficacy Among Georgian Students

*Teona Gubianuri | Nino Tolordava*

The rapid development of digital technologies and the widespread use of artificial intelligence have significantly transformed everyday life, communication, and learning processes. Generative AI systems are increasingly used not only for accessing information and solving problems, but also for receiving advice, emotional support, and assistance with stress regulation. This study aims to examine the empirical relationship between attachment to artificial intelligence, self-efficacy, and emotional regulation among students. A correlational research design was employed, and multiple linear regression analysis was used to assess the predictive relationships among

the variables. Preliminary results indicate that emotional regulation difficulties and lower self-efficacy are associated with stronger attachment to AI systems, suggesting that psychological factors play an important role in shaping students' interactions with generative technologies.

**Keywords:** *AI attachment, self-efficacy, emotional regulation, generative AI, Georgian students*

## EDUCATION & LANGUAGE

### How Informal Extracurricular STEAM Programs May Support Teacher School-Based Continuous Professional Development: Nationwide Pilot Findings

*Khatia Tsiramua | Jeffrey A. Nowak*

A STEAM extracurricular or afterschool program may serve as an effective mechanism for the implementation of teachers' school-based continuous professional development (CPD) in general education institutions. This hypothesis is based on the case study of an informal STEAM program pilot implemented in 200 public schools of Georgia, financially supported by the World Bank. Through the lenses of social learning theory and the community of practice theoretical framework, the research contends that the piloted STEAM program provides school-based CPD opportunities for teachers by creating new knowledge via use of shared resources and common teaching goals. This is particularly important for smaller schools in remote areas and schools under external pressures near conflict zones.

**Keywords:** *STEAM program, teachers CPD, informal education, extracurricular, Georgian case*

### Thinking or Outsourcing? Cognitive Offloading in AI-Assisted Language Learning and Its Implications for Learner Autonomy

*Elif Erguvan*

The rapid integration of artificial intelligence into language education presents a profound pedagogical paradox. While AI tools enhance task performance and linguistic output, growing evidence suggests they may simultaneously erode the cognitive processes central to genuine language acquisition. Central to this concern is cognitive offloading, whereby learners delegate mental effort to external tools, reducing active engagement with complex tasks. Grounded in Cognitive Load Theory and learner autonomy frameworks, this conceptual paper critically examines how AI-assisted learning environments may inadvertently foster passive consumption over active thinking. Drawing on recent empirical literature, it argues that outcomes depend not on technology itself but on pedagogical design. When AI is positioned as a scaffold rather than a substitute, it can support metacognitive awareness and lifelong language development.

**Keywords:** *cognitive offloading, learner autonomy, AI-assisted language learning, lifelong learning, pedagogical design*

### Personality Development Through the Big Five Model: The Role of Parenting, Self-Perception, and Upbringing Styles

*Nana Aleksidze*

Personality development is a complex process shaped by the interaction of individual and environmental factors. Self-perception and identity formation play a central role in this process, as individuals construct their self-image not only through internal experiences but also through social feedback. The family, as the primary social context, is particularly influential. This study examines personality development within the framework of the Big Five model, focusing on parental personality traits, parenting styles, self-perception, and the perceived family environment. Grounded in a biopsychosocial approach, the research explores how these factors interact to shape personality profiles.

**Keywords:** *personality, Big Five, parenting style, self-perception, family environment*

### AI in Teaching: From Lesson Planning to Reflection

*Nino Maisuradze | Nino Maisuradze*

Artificial intelligence is becoming an important part of education. Teachers use tools like ChatGPT for lesson planning, creating activities, designing assessment tasks, and administrative work. However, AI is mostly used for practical tasks and is rarely used to support teacher thinking and reflection. This study explores how teachers in Georgia use AI in their work, based on semi-structured interviews with 15 teachers and the author's own teaching experience. The findings show that the majority of teachers are familiar with AI and use it in everyday

life and, to some extent, in teaching. The paper argues that in contexts like Georgia, where resources and support are limited, AI can be useful not only as a planning tool but also as a "critical friend" that supports teacher thinking, decision-making, and self-reflection.

**Keywords:** *AI in education, lesson planning, teacher reflection, teacher decision-making, educational technology*

## Beyond the Classroom: Motivating Learners through Experiential and Interdisciplinary ELT Practices

*Tatia Mardaleishvili | Sopiko Tskhelishvili | Nino Kashia*

Motivation plays a central role in successful language acquisition, particularly in highly structured educational contexts such as military lyceums. This presentation explores how experiential learning and interdisciplinary cooperation can enhance cadets' engagement, autonomy and communicative competence in English Language Teaching. The study presents a range of motivational activities including the "Deserted Island" simulation, educational visits to the Niko Nikoladze Museum, and a co-teaching activity at the American Corner in collaboration with a Georgian language teacher using the film *Freedom Writers*. The findings suggest that such practices significantly enhance intrinsic motivation and contribute to the development of communicative competence, collaboration, critical thinking, and emotional engagement.

**Keywords:** *interdisciplinary learning, problem-solving skills, engagement strategies, film-based learning, authentic learning contexts*

## AI Challenging Academic Integrity in Education

*Mariam Datukishvili*

Emergence of artificial intelligence tools has transformed human behavior and lifestyles, significantly influencing almost every field including education. It has altered the way knowledge is accumulated, used, assessed, and transmitted. This paper explores the impact of AI on academic integrity in the Georgian educational context, where institutional guidelines and teacher awareness remain limited. The research is quantitative, mainly based on survey data collected from both students and teachers. The findings reveal that students actively use AI for academic purposes often without a clear understanding of violating academic integrity. Additionally, teachers are concerned about the gap created by increased use of AI tools and limited mechanisms ensuring ethical AI use within classroom settings. Research emphasizes the need to form institutional guidelines, including redesigned assessment systems and constant teacher training.

**Keywords:** *artificial intelligence, academic integrity, AI-assisted learning, educational technology*

## Biblically Derived Gendered Phraseological Units in English and Georgian: A Lexicographic Perspective

*Diana Nemsitsveridze*

This study examines biblical phraseological units as a linguocultural phenomenon in English and Georgian, with a focus on their gendered dimension. It aims to analyze phraseological units derived from biblical characters, narratives, and symbols, and to identify how they reflect cultural values and gender models in both languages. The findings indicate that biblical phraseological units in both languages share a common conceptual basis rooted in Christian tradition, while also demonstrating culture-specific semantic features. Phraseological units associated with male figures are primarily linked to authority, wisdom, responsibility, and moral strength, whereas female-related units more frequently convey evaluative meanings associating femininity with virtue or negative traits.

**Keywords:** *phraseology, gender, linguocultural analysis, biblical idioms, contrastive linguistics*

## Shaping Tourist Experience Through Metaphor and Zeugma: Evidence from Web-based Promotional Discourse and Implications for ESL Teaching

*Nazi Iritspukhova*

This study provides a systematic analysis of metaphor in web-based tourism promotion, a hybrid register characterized by "description-with-intent-to-sell." Adopting an interdisciplinary approach integrating cognitive linguistics, discourse analysis, and socio-cultural perspectives, it explains how figurative language shapes destination image and influences audience perception. Using a mixed-methods design, the study combines

corpus-based, statistical, and qualitative discourse analysis of official tourism websites from Georgia, the United Kingdom, and the United States. Cross-cultural comparison reveals that Georgia exhibits the lowest metaphor frequency, challenging assumptions that emerging destinations rely more heavily on figurative language. The study also introduces metaphor-based zeugma as a novel subtype, and highlights strong pedagogical implications for ESL contexts.

**Keywords:** *metaphor, ESL, tourism discourse, cognitive linguistics, cross-cultural comparison*

## Reconceptualizing Research Paper Writing in the Age of Artificial Intelligence: Opportunities, Risks, and Implications for Academic Integrity

*Mariam Kuchava*

The rapid advancement of Artificial Intelligence has profoundly transformed academic practices, particularly in the field of research paper writing. The integration of AI-driven tools into scholarly workflows enhances productivity, streamlines literature review processes, and strengthens data analysis capabilities. Nevertheless, the incorporation of AI into academic writing also raises critical concerns regarding academic integrity. The increasing reliance on AI-generated content may elevate the risk of plagiarism, obscure questions of authorship, and diminish the development of original and critical thinking. This paper explores the dual impact of AI on research writing, emphasizing both its opportunities and its risks, and argues that its responsible and critical application is essential to ensuring that technological advancement does not undermine the core values of academic integrity.

**Keywords:** *artificial intelligence, academic integrity, research paper writing*

## Results of IT Reskilling: A Case Study of GITA's "5000 IT Specialists" Project

*Ana Jebirashvili | Ekaterine Oshkhereli*

In the context of rapid digital transformation, Information Technology has emerged as the primary field for reskilling in Georgia. This study employs a quantitative case study design, focusing on Georgia's Innovation and Technology Agency (GITA) national project, "Training 5000 IT Specialists." The study integrates Social Cognitive Career Theory (SCCT), Super's Life-Span Theory, and the T-Shaped competency framework. It posits that successful workplace transitions are driven by the synergy between a graduate's prior background and their newly acquired technical expertise. Participants' great majority positively rated the impact of the program on their professional development; however, differences were found between groups with IT and non-IT prior backgrounds.

**Keywords:** *IT reskilling, prior background, competitive advantage, GITA, career transition, T-shaped skills, vocational education*

## Challenges of Implementing Integrated Vocational Education Programs in Georgia: A Case Study of Vocational Education Institutions

*Mariami Karkashadze*

This study focuses on integrated professional educational programs in vocational education institutions in Georgia, which combine general education with vocational training, providing students with both academic knowledge and practical skills. These programs support the modernization of vocational education by making it more flexible and better connected to real economic demands. The aim of this study is to examine and analyze the challenges related to the implementation of integrated programs in vocational education institutions. A qualitative research approach was chosen, including a desk review and semi-structured in-depth interviews with heads of learning processes, teachers, and experts from the National Center for Educational Quality Enhancement.

**Keywords:** *vocational education, integrated programs, challenges*

## AI-Mediated Professionalism: Bridging the Authenticity Gap between "Street Talk" and Business Pragmatics through Generative Simulations

*Nino Narindoshvili*

One of the most persistent challenges in modern English Language Teaching is the widening gap between sanitized textbook dialogues and the "street talk" students encounter in digital media. This paper presents a

practical solution by utilizing Generative AI to create high-stakes, "consequence-based" learning environments. Using the platform Mizou, a specialized AI persona was developed—a "Grumpy Manager" who refuses any request unless the student employs correct modal verbs and a professional social register. The study also explores the use of Gamma AI to bridge the gap between abstract business idioms and real-world application through multimodal anchoring. The findings suggest that when AI is used to simulate social pressure and professional stakes, student engagement increases and the transition from "classroom English" to "Business English" becomes more intuitive.

**Keywords:** *generative AI in education, pragmatic competence, Business English, simulated learning environments, gamification*

## **Inclusive Education in Practice: Challenges, Parental Engagement, and Support Strategies for Students with Special Educational Needs**

*Natia Tevdoradze*

Inclusive education is an important approach in modern education because it ensures equal opportunities for every child and supports their development in a safe and respectful environment. Special education focuses on supporting students with learning difficulties, disabilities, or additional needs, who may require adapted teaching methods, individual learning plans, and additional assistance. This presentation explores both the advantages of inclusive education and its challenges, drawing on direct school experience with 17 students with special educational needs. A key challenge identified is parental engagement—low involvement, indifference, and sometimes rejection of inclusive education. The importance of raising awareness and empowering parents through specialist training and assistive technology demonstrations is emphasized.

**Keywords:** *inclusive education, special educational needs, parental engagement*

## **From Textbook to the World: Building Cross-Cultural Competence Through International Classroom Connections**

*Lana Chkhartishvili*

*Kutaisi English Academy, Georgia*

Cross-cultural communication is no longer a far-fetched idea, given the world's embrace of technology. This presentation shares the experience of Kutaisi English Academy in launching international classrooms that connect students in Georgia with peers across the globe—with successful engagements with classrooms in South Korea, Kazakhstan, and Greece. These sessions allow students to use English as a tool to exchange ideas, challenge perspectives, and explore culture in real time. The model is built on authenticity: students develop cultural intelligence by discussing daily life and education systems with peers from Seoul or Athens, learning how tone, context, and values differ across borders. The real win is a mindset shift—students begin to see English not only as a subject but as a bridge to other nations.

**Keywords:** *Kutaisi, English, Academy, cultural exchange, cross-cultural competence*

## **Pedagogical Views and Methods of Dimitri Uznadze**

*Ani Datunashvili*

The pedagogical concept of Dimitri Uznadze is intrinsically grounded in his theory of the psychology of set, according to which human behavior, perception, and learning are determined by a pre-established mental readiness—namely, disposition. Education should serve not only intellectual development but also the cultivation of volitional, emotional, and value-oriented dimensions of the individual. Uznadze was among the first to emphasize the significance of psychological factors within the educational environment. This paper examines the fundamental principles of the "theory of set," explores Uznadze's understanding of learning, and highlights the importance of the integrative relationship between pedagogy and psychology in the professional practice of teachers. According to Uznadze's theory, play occupies a central place in the learning process, activating children's potential capacities while fostering collaborative skills.

**Keywords:** *theory of set, dispositional readiness, behavior, teacher-student interaction, assessment*

## **The Engagement Gap: Rethinking What Motivates Learners Today**

*Eter Metreveli*

Student engagement has become one of the most significant challenges in contemporary education. This article explores the “engagement gap” and how teaching practices influence students’ behavioral, emotional, and cognitive engagement in the learning process. The study is based on a review of contemporary educational literature focusing on learner-centered instruction, classroom interaction, motivation and inclusive teaching strategies. Particular attention is given to the relationship between teaching methods and students’ willingness to actively participate in classroom activities. The article also discusses the impact of traditional teacher-centered approaches, technological distractions and changing learner expectations in modern educational environments. The findings suggest that effective engagement is closely connected to interactive teaching practices, supportive classroom climates, differentiated instruction and meaningful student-teacher communication. The article emphasizes the need for educators to rethink traditional pedagogical approaches and adopt strategies that promote autonomy, collaboration and real-world relevance in learning. Ultimately, the paper argues that reducing the engagement gap requires not only methodological innovation but also a deeper understanding of students’ psychological and social learning needs.

**Keywords:** *student engagement, motivation, interactive pedagogy, collaborative learning, mixed-method research*

## ENGLISH LANGUAGE TEACHING

### Rethinking Presentation Assessment in Higher Education: Student Attitudes, AI Use, and Evaluation Criteria

*Maia Kutateladze*

This article explores students' experiences with delivering presentations and their understanding of presentation assessment. Based on a questionnaire, it investigates students' perceptions of assessment rubrics, their attitudes toward presentations, and their use of AI tools in preparation. The study examines to what extent students consider presentations an essential tool for improving their language proficiency, and how effectively assessment rubrics help them structure their work. It also analyzes students' views on the fairness and validity of current assessment practices in the context of the increasing use of AI tools. The findings are expected to contribute to the development of more effective presentation assessment rubrics and encourage a reconsideration of presentations as a tool for assessing students' language proficiency.

**Keywords:** *presentation, assessment rubrics, AI tools*

### Enhancing University Students' Writing Skills Through Peer and Self-Editing in the Era of Artificial Intelligence

*Ana Chankvetadze*

This student-centered study investigates the effects of peer and self-editing practices on the writing skills of first-year university students in Georgia, against the backdrop of increasing access to AI writing tools. A small-scale experimental intervention was implemented with students enrolled in a first-year academic writing course. Results indicate significant improvements among students who regularly practiced peer and self-editing: clearer thesis statements, enhanced paragraph coherence, and more substantive revisions. Students who incorporated AI tools reported faster drafting and a greater generation of ideas; however, without explicit instruction, some students accepted AI suggestions uncritically. When AI usage was combined with guided peer and self-editing, it served as a productive brainstorming and revision prompt contributing to higher-quality final drafts.

**Keywords:** *self-editing, peer-editing, AI, writing course*

### Artificial Intelligence and the Future of Education

*Eliza Kintsurashvili*

The rapid integration of artificial intelligence (AI) into educational settings has sparked a global debate about its role in shaping the future of learning. This article explores both the opportunities and threats associated with AI-driven education. On one hand, AI offers personalized learning paths, real-time feedback, automated administrative tasks, and enhanced accessibility for students with special needs. On the other hand, concerns arise regarding data privacy, algorithmic bias, reduced human interaction, and the potential widening of the digital divide. Through a critical review of current applications and emerging trends, this article argues that AI is neither an outright solution nor an inherent danger, but rather a powerful tool whose impact depends on thoughtful implementation, ethical guidelines, and teacher training.

**Keywords:** *artificial intelligence, future of learning, opportunity and threat, ethical challenges*

### High School Teachers' Readiness to Integrate AI-Based Reading Tools into English as a Foreign Language Classroom Practice

*Tamar Tarashvili*

Artificial intelligence has become a dominant part in various fields, and education is no exception. There is an abundance of AI tools effectively utilized in the educational context, specifically for reading skill development. These tools can provide learners with personalized reading instruction and adjust the level of difficulty to their needs. However, in the Georgian context, there is a research gap about how educators—specifically EFL teachers—perceive these tools. This study identifies Georgian public high school teachers' perceptions about

the integration of AI-based reading tools into the classroom, their preparedness, and the frequency of using such tools. The obtained results revealed that teachers consider such tools positively but mentioned gaps in professional training and institutional support.

**Keywords:** *AI-based reading tools, teacher perceptions, professional development, EFL*

## From Local Classrooms to European Practices in English Language Education

*Lika Supatashvili*

This paper investigates how Georgian learners of English who gained exposure to European educational environments subsequently applied that experience within local classroom settings. The study explores how immersion in European communicative practices—including collaborative learning, autonomous study habits, and intercultural dialogue—influenced learners' linguistic confidence, motivational orientation, and engagement upon return to Georgian schools. Through qualitative analysis of learner reflections and classroom observations, the paper identifies key areas of transfer, including enhanced communicative competence, greater willingness to participate, and a more critical approach to language learning. The study also acknowledges the reintegration challenges learners faced when European-acquired expectations encountered the structural and methodological constraints of the local educational context.

**Keywords:** *Georgian learners, European educational experience, communicative competence, reintegration, intercultural learning*

## Humanoid Robots in the Teaching Process: Assistance or Replacements?

*Ketevan Khmaladze*

This study explores the potential importance of humanoid robots in the teaching and learning process, and whether these robots are perceived as supportive tools or as possible replacements for teachers. Humanoid robots such as the NAO and Pepper have started participating in classroom activities, supporting student engagement, motivation, and academic advancements. This academic research combines mixed methods including quantitative survey data with qualitative insights from students, teachers, principals, and other stakeholders. Primary findings show that participants see humanoid robots as supportive teaching assistants rather than replacements for human teachers, valuing their ability to provide drilling, interaction, and novelty, while expressing concerns regarding their limitations in emotional intelligence and pedagogical decision-making.

**Keywords:** *humanoid robots, classroom, NAO, Pepper, human-robot interaction, teaching and learning process*

## Can AI Turn 'Me' into 'We'?

*Guranda Khabeishvili*

As artificial intelligence becomes increasingly integrated into educational environments, important questions emerge regarding its real impact on collaborative learning. This paper explores how the integration of AI-powered tools could facilitate collaborative learning environments, and discusses the significance of redesigning curricula for higher-order thinking in the age of AI. As research on AI-supported collaborative learning and skill development remains limited, this paper investigates how AI can be effectively used to turn classrooms into teamwork hubs. The paper also analyzes teachers' perspectives on utilizing AI tools in education, noting that the integration of intelligent technology has transformed teaching methods, making them more personalized and practical.

**Keywords:** *AI-powered tools, collaborative learning, ChatGPT, teachers' perspectives*

## AI in English Language Teaching and Learning: Opportunities and Applications

*Mariam Yasinskaya*

The integration of artificial intelligence in education has expanded rapidly in recent years, offering support to educators in tasks such as generating and adapting instructional materials, assessing students' academic performance, and providing timely feedback. Language teaching is a dynamic and creative process that requires continuous selection and adaptation of resources to meet students' needs and interests. In this context, generative AI (GenAI) offers a wide range of innovative functionalities that enhance English language teaching. These tools enable educators to design engaging and personalised learning experiences, enhancing the core language skills of speaking, writing, reading, and listening. The paper explores secondary data, including

international research conducted in EFL contexts, which illustrate the use of GenAI in English language teaching and learning.

**Keywords:** *AI, education, language, teaching, learning, AI tools, EFL, language skills*

## AI-Assisted Feedback and Assessment in IELTS Speaking: Exploring AI as a Simulated Examiner

*Nato Pachuashvili*

The advent of Artificial Intelligence has significantly transformed feedback and assessment processes, promoting comprehensive, personalised, and instant grading systems. AI-powered chatbots support IELTS speaking practice by acting as a realistic examiner and providing voice-based feedback on performance. This study investigates the role of AI as an IELTS speaking examiner, focusing on perceived benefits, limitations, and learner experiences. A qualitative research design was applied with semi-structured interviews from eight IELTS preparation students. The findings revealed that AI-mediated platforms provide structured and exam-oriented practice aligned with IELTS exam formats, contributing to speaking skills development and reduced anxiety. However, the study also identified limitations such as AI lacking human interaction features and imprecision in band score estimation.

**Keywords:** *AI-assisted feedback, simulated examiner, IELTS, AI-mediated assessment*

## Advancing Oral Proficiency in Maritime English via Guided Classroom Activities and AI Interaction

*Tamari Dolidze | Natia Vasadze | John R. Jordan | Tea Mikadze*

*Batumi State Maritime Academy, Georgia*

This study investigates the outcomes of integrating English for Specific Purposes (ESP) instruction with artificial intelligence tools to advance the English speaking skills of students at Batumi State Maritime Academy in Georgia. It also compares the effectiveness of AI-supported learning with traditional instructional methods. As English functions as the lingua franca of the maritime industry, strong oral proficiency is essential for ensuring safety, clarity, and effective communication. Students' speaking abilities were assessed before and after a four-week intervention during which participants engaged in structured classroom activities and were trained to use an AI chatbot for practicing conversational and situational English in maritime contexts. The findings demonstrate measurable improvement in oral proficiency, along with increased confidence and engagement.

**Keywords:** *oral proficiency, ESP, artificial intelligence, chatbot, action research, speaking skills*

## English Beyond Borders: Ethnography of Communication in Practice Through ELF and Dell Hymes' SPEAKING Model

*Elena Tsatsua*

This study examines how English as a Lingua Franca (ELF) functions as a medium for intercultural reflection, identity negotiation, and evaluative meaning-making among non-native speakers. Drawing on Dell Hymes' Ethnography of Communication and the SPEAKING model, the research analyzes a face-to-face, semi-structured interview with a 21-year-old Bulgarian university student. Using the SPEAKING framework, the analysis demonstrates how ELF enables flexible and meaningful communication. Findings reveal that ELF operates not merely as a communicative tool but as a reflective space in which speakers critically engage with their own and others' cultures. The study highlights the importance of incorporating intercultural awareness, pragmatic competence, and speech act realization into language education.

**Keywords:** *ELF, interculturality, communication, pragmatics, identity, competence, ethnography*

## Challenges of Online Teaching and Effective Methods

*Pikria Toria | Natia Gabedava*

This paper explores the challenges faced by educators in transitioning to and maintaining online teaching environments, with a focus on English as a Foreign Language instruction. Drawing on classroom experience and relevant literature, the study identifies key difficulties including technological barriers, maintaining student engagement, assessment integrity, and reduced opportunities for authentic communication practice. The presentation proposes practical and evidence-based strategies for overcoming these challenges, including the

integration of interactive digital tools, differentiated online tasks, and formative assessment techniques that promote active participation and learning in virtual settings.

**Keywords:** *online teaching, EFL, effective methods, digital pedagogy*

## The Discovery Learning Approach to Language Teaching

*Nino Tsulaia*

Discovery learning is a constructivist, student-centered instructional approach that emphasizes active engagement, exploration, and autonomous knowledge construction. Grounded in the theoretical frameworks of Jerome Bruner, Jean Piaget, and Lev Vygotsky, it positions learners as active participants in investigating problems, formulating hypotheses, and drawing conclusions with appropriate teacher guidance and scaffolding. This article analyzes key implementation strategies, including guided discovery, systematic stages of exploration, and the integration of authentic materials—particularly corpora—in foreign language instruction. The benefits of discovery learning include enhanced learner motivation, the development of higher-order thinking skills, creativity, learner autonomy, and metacognitive awareness.

**Keywords:** *discovery learning, constructivism, guided discovery, foreign language teaching, pedagogical benefits*

## Teaching Pragmatic English to Psychology Students through Layered Task Chains and Character AI

*Mari Makharashvili | June Ruivivar*

This exploratory, proof-of-concept study proposes a pedagogical model for developing pragmatic competence in psychology students through the integration of layered task chains and AI-mediated interaction. The model is grounded in Task-Based Language Teaching (TBLT), Vygotsky's Zone of Proximal Development (ZPD), and theories of pragmatic competence. The proposed framework organizes learning into progressively sequenced tasks that scaffold learners' ability to manage psychologist-client interactions. AI-based tools, such as Character AI, are incorporated to provide interactive, repeatable, and context-rich communication practice. Classroom implementation data and learner responses (N=74) indicate high levels of pragmatic awareness in scenario-based tasks, alongside positive perceptions of both the layered structure and AI-supported interaction.

**Keywords:** *pragmatic competence, Task-Based Language Teaching (TBLT), AI-mediated interaction, layered task chains, ESP*

## English as a Foreign Language (EFL) Writing in the Age of AI: A Questionnaire-Based Study of Frequency, Functions, and Practices of ChatGPT Use among Georgian EFL University Students

*Tamari Gurgenshvili*

This study centers on EFL writing within the context of artificial intelligence, with a specific focus on Georgian university students' use of ChatGPT. It looks at usage patterns in terms of frequency, functions, and interaction with AI-generated content. The study aims to investigate the frequency of students' use of ChatGPT for writing tasks, the functions it performs (e.g., generating ideas, providing vocabulary assistance, correcting grammar, and producing text), and how students incorporate its output into their writing. The data were collected through a structured questionnaire distributed to Georgian EFL students. The article explores whether ChatGPT is mostly used as a tool facilitating learning or as a replacement for independent writing.

**Keywords:** *ChatGPT, EFL, EFL writing, AI in education*

## Artificial Intelligence as a Tool for Inclusive English Language Teaching: Bridging Theory and Classroom Practice

*Maka Sikharulidze*

This study explores the potential of AI as a tool for fostering inclusive practices in English language teaching. Adopting a qualitative case study approach, the research is based on classroom observations and teaching practices in diverse learning groups, including young learners and students with varying abilities. The paper examines how AI-powered tools—such as automated feedback systems, language learning applications, and interactive digital platforms—can be adapted to support differentiated instruction and promote learner engagement. The findings reveal that AI can significantly contribute to creating flexible and inclusive learning

environments by offering personalized learning pathways, immediate feedback, and opportunities for self-paced learning. The study highlights key challenges including limited teacher training, ethical considerations, and unequal access to digital resources.

**Keywords:** *AI in education, inclusive education, ELT, digital learning environments, personalized learning, special educational needs*

## Learner Readiness vs. Actual Participation in EFL Speaking

**Tata Gulua**

*Public Schools, Zugdidi, Georgia*

This study examines students' willingness to communicate (WTC) during speaking activities in English classes, and identifies the factors affecting it. The population consisted of 708 basic level students (7th-9th grades) from 66 classes of public schools of Zugdidi, Western Georgia. The study employed questionnaires and classroom observation as data collection instruments. The finding revealed that a substantial majority of participants expressed willingness to participate in speaking tasks; however, actual engagement remained limited, as most students exhibited passive behaviour. The results emphasized that students' communication readiness was strongly influenced by affective factors such as speaking anxiety and lack of confidence, as well as situational factors like teacher-dominated interaction patterns.

**Keywords:** *EFL challenges, willingness to communicate, secondary school students, speaking anxiety*

## From Rules to Navigation: A Cognitive-Metaphorical Model for Tense Instruction in ELT

**Tinatín Dadianidze**

English tense instruction has traditionally relied on isolated rules, form-based timelines, and disconnected grammatical categories—an approach that frequently results in mechanical learning and limited ability to apply tense in context. This paper proposes Metaphorical Cognitive Architecture (MCA): a framework in which the English tense system is organized as a navigable relational network rather than a collection of discrete rules. Within this model, each tense is assigned a functional identity and a behavioral logic defined by its relationships to other tense forms. A second pillar of the framework introduces tense-name decomposition as a learner strategy, enabling learners to identify the semantic contribution of each component and reconstruct the corresponding auxiliary structure. Preliminary classroom observation indicates that students demonstrate greater confidence in tense selection and improved ability to reconstruct complex forms independently.

**Keywords:** *metaphorical cognitive architecture, English tense system, cognitive linguistics, EFL grammar instruction*

## LINGUISTICS & TRANSLATION STUDIES

### From Sound to Symbol: A Cognitive and Multimodal Semiotic Analysis of Onomatopoeia in the English and Georgian Languages

*Nino Kemertelidze | Meri Giorgadze*

Onomatopoeia is a universal linguistic phenomenon that integrates elements of natural sound imitation with symbolic representation. These elements are characterized by their capacity to reproduce sounds from the external factors, including those associated with object movement and other acoustic phenomena. A comparative analysis of English and Georgian onomatopoeic expressions demonstrates that, although iconicity plays an important role in both languages, cultural and linguistic factors have a significant impact on the representation of sound. The English language tends to favor monosyllabic or disyllabic structures, whereas onomatopoeic forms in the Georgian language frequently involve rhythmic repetition and harmonic sound patterns.

**Keywords:** *onomatopoeia, semiotics, comparative analysis, symbol, sound*

### Backchannel Signals during Classroom Presentations: Perspectives of Georgian, Armenian, and Azerbaijani Students

*Mariam Nebieridze*

This study addresses the role of the audience during classroom presentations, particularly the influence of backchannel signals on speakers. Undergraduate students from Georgian, Armenian, and Azerbaijani cultural backgrounds were surveyed on how they perceive and interpret audience backchannel signals. The cross-cultural dimension allows for the exploration of potential differences in how such signals are interpreted across diverse communicative norms. The findings indicate that most students, irrespective of cultural background, experience considerable nervousness during oral presentations. However, positive backchannel signals—both verbal and non-verbal—consistently contribute to increased confidence, reduced stress, and improved performance.

**Keywords:** *backchannel signals, oral presentation, cross-cultural communication, student anxiety*

### The Importance of Teaching Phonetics and Pronunciation in ELT and the Most Effective Strategies Applied in the Classroom

*Tamar Tskhvitava*

This study examines the significance of phonetics and pronunciation instruction within English Language Teaching, and surveys the most effective pedagogical strategies applied in classroom settings. The research highlights that accurate pronunciation is not merely a supplementary skill but a fundamental component of communicative competence. Drawing on relevant literature and practical classroom experience, the paper reviews a range of evidence-based strategies for teaching pronunciation, evaluating their applicability and effectiveness in diverse Georgian EFL contexts.

**Keywords:** *phonetics, pronunciation, ELT, effective strategies*

### The Challenges of Transferring Regional Language Features and Cultural Identity in the Indirect Translation of Nodar Dumbadze's *Granny, Iliko, Ilarion* and I

*Ketevan Dogonadze | Nino Nijaradze | Maia Alavidze*

This paper examines the challenges of translating regional language features in the indirect translation of Nodar Dumbadze's novel from Georgian into English through Russian as an intermediary language. The study focuses on the Gurian dialect, which plays a significant role in characterization, cultural representation, humor, and emotional expression in the original text. The findings reveal that translators mainly employ strategies such as standardization, compensation, omission, and dilution when rendering these linguistic features. The Georgian-Russian stage results in significant linguistic neutralization, while the Russian-English stage further increases

cultural distancing and loss of regional specificity. The study demonstrates that indirect translation intensifies the loss of regional identity.

**Keywords:** *regional language features, cultural identity, indirect translation, translation strategies, cultural loss*

## The Effects of Historical and Cultural Changes on Georgian Translations of J.D. Salinger's *The Catcher in the Rye*

*Tamara Kobeshavidze*

This study examines how historical and cultural changes in Georgia have influenced the Georgian translations of J.D. Salinger's *The Catcher in the Rye* across different periods. By comparing translations produced in different historical and sociopolitical contexts, the research explores how translators' choices reflect the ideological, cultural, and linguistic norms of their time. The analysis focuses on key passages and translation strategies, demonstrating how the same source text can yield significantly different target texts depending on the cultural and historical moment of translation.

**Keywords:** *translation studies, Salinger, Georgian literature, cultural adaptation, retranslation*

## The Art of Taming the Untranslatable: Linguistic and Cultural Mediation in the English Translation of Saint-Exupéry's "The Little Prince"

*Inga Tkemaladze | Ekaterine Archvadze*

This paper examines strategies employed to handle untranslatable elements in the English translation of Antoine de Saint-Exupéry's *The Little Prince*, a text rich in culturally embedded language, wordplay, and philosophical nuance. Drawing on translation theory and comparative textual analysis, the study investigates how the translator navigates linguistic and cultural gaps while preserving the thematic integrity and poetic voice of the original. The findings contribute to ongoing discussions on the limits of translatability and the creative role of translators as cultural mediators.

**Keywords:** *untranslatability, cultural mediation, The Little Prince, translation strategies, literary translation*

## Translating the Terminology of Academic Discourse in Institutional Contexts: Challenges for AI and Human Translators

*Maia Alavidze | Zinaida Chachanidze*

This paper examines the challenges of translating academic discourse terminology within institutional contexts, comparing the performance of AI and human translators. Academic terminology is characterized by precision, domain specificity, and contextual dependency, making it particularly demanding for automated translation systems. The study analyzes translated samples from academic and institutional documents to identify patterns of error, omission, and mistranslation in AI-generated outputs, and compares these with human translations. The findings contribute to the understanding of where AI translation tools fall short in specialized academic contexts and where human expertise remains indispensable.

**Keywords:** *academic discourse, terminology translation, AI translation, human translation, institutional contexts*

## Building Intercultural Competence Beyond the Classroom

*Rusudan Lomtadze*

This paper explores how intercultural competence can be developed in EFL learners through activities and experiences that extend beyond the formal classroom environment. Drawing on theoretical frameworks of intercultural communication and experiential learning, the study examines how exposure to authentic cross-cultural interactions—through exchanges, digital platforms, community engagement, and media consumption—contributes to learners' cultural awareness, empathy, and communicative flexibility. The findings support a view of intercultural competence as an ongoing, lived process rather than a discrete set of skills acquired in classroom settings alone.

**Keywords:** *intercultural competence, EFL, beyond the classroom, experiential learning*

## Between Objectivity and Subjectivity: A Discourse-Analytical Study of Evaluation in Wine Tasting Language

*Nino Kuratishvili*

---

This study applies discourse analysis to the specialized language of wine tasting, exploring how evaluative language functions along the axis of objectivity and subjectivity. Wine tasting notes constitute a distinctive register that blends technical description with aesthetic judgment and sensory metaphor. The research analyzes a corpus of wine tasting texts to identify the linguistic strategies through which tasters position their evaluations as either objective assessments or subjective impressions. The findings illuminate how this hybrid discourse serves communicative, marketing, and professional functions, and carry implications for language teaching in professional and specialized contexts.

**Keywords:** *wine tasting language, discourse analysis, evaluation, objectivity, subjectivity*

## LITERATURE & LINGUISTICS

### Beyond the Threshold: Liminal Space and Heroic Transformation in Neil Gaiman's *Coraline*

*Mariam Merkviladze*

This article examines Neil Gaiman's *Coraline* through Joseph Campbell's monomyth, liminality theory, and spatial criticism to demonstrate how heroic identity is formed through threshold-crossing and spatial transformation. The study reconceptualizes the narrative as a gendered and psychologically inflected variant of the hero's journey, where maturation unfolds through engagement with liminal spaces. Drawing on Arnold van Gennep's rites of passage and Victor Turner's theory of liminality, *Coraline*'s movement from childhood perception to psychological maturity is interpreted as a passage through intermediary zones. The corridor, door, and Other World are analyzed as key liminal structures. Informed by Foucault's heterotopia and Bachelard's spatial theory, space is treated as an active force in identity formation rather than a background setting.

**Keywords:** *Coraline*, liminality, monomyth, spatial theory, female hero's journey

### The Short Story and the Paradox of Genre Legitimation in American Literary Criticism

*Tamta Kalichava | Tamar Kalichava*

This article examines the formation and theoretical foundations of the American short story as a fully autonomous literary genre—from Edgar Allan Poe's manifesto (1846) to postmodernist experimentation. The analysis rests on identifying the genre's essential characteristics: "unity of effect" (Poe; Matthews), "operative irony" (James), the phenomenon of "preclosure" (Lohafer), "epiphanic structure" (Joyce; F. O'Connor), and the genre's multicultural adaptation. The article argues that the short story does not merely occupy a space between epic and lyric, but fulfils an irreplaceable aesthetic function as the concentrated, ironic, and epiphanic mode of rendering human experience that no other genre can substitute.

**Keywords:** *short story*, genre theory, American literature, epiphany, literary criticism

### Colossus as a Powerful Symbol of a Deceased Father in Sylvia Plath's Eponymous Poem "The Colossus"

*Marina Zoranyan*

Sylvia Plath is widely regarded as one of the most admired, influential, and celebrated American poets of the 20th century. "The Colossus" is Plath's foundational free-verse confessional poem, published in 1960, which explores complex grief and the impossibility of restoring her relationship with her deceased father. Employing the shattered Colossus of Rhodes as a central multilayered metaphor, the young woman speaker addresses her late father, depicted as a fragmented, enormous, and silent statue, and attempts to reconstruct the memory of him. The poem ultimately reaches a sense of humility as the speaker accepts her enduring connection to his shadow, resigning herself to a lifelong role as a mourner alongside his fragmented memories.

**Keywords:** *Sylvia Plath*, confessional poetry, *The Colossus*, grief, paternal figure

### Women's Lives From Jane Austen to Sarah Waters: A Comparative Literary Study

*Mariam Kiladze*

This research paper examines England in the eighteenth, nineteenth, and twentieth centuries and offers deeper insights into women's experiences, prioritising the constraints they faced, as well as the transformations that occurred over these centuries. Through close reading and New Criticism analysis of *Mansfield Park*, *Persuasion* (Jane Austen), and *The Paying Guests* (Sarah Waters), the research reveals that over two centuries, women's lives have undergone significant change, with greater opportunities to be independent, receive an education, and work. However, women remained constrained by their class, gender, and social status. The findings

demonstrate that female literary representation follows the changes in society's attitudes, gender norms, and expectations, yet the barriers they face remain.

**Keywords:** *Jane Austen, Sarah Waters, feminism, England, women's lives*

## Lyrical Voice of Femininity in Nineteenth-Century British Female Poetry

*Elizaveta Kavtaradze*

This paper analyzes notable female poets of nineteenth-century Britain: Letitia Elizabeth Landon (LEL), Elizabeth Barrett Browning, and Christina Rossetti. These poetesses revolutionized poetic conventions because prior to them, poetry was predominantly male-dominated, resulting in a distorted view of female characters constructed through male authors' perceptions. Close reading of selected poems reveals that each poet applied different characteristics to their female leads: Browning's are mostly assertive, confident, and reflective; Rossetti's women are silent, ephemeral, heroic, and protective; while LEL's characters are emotional, tragic, and performative. Their works were aimed at exploring themes of womanhood, internal imprisonment, love's philosophy, and how difficult it was to be an artist and a woman simultaneously in the nineteenth century.

**Keywords:** *Victorian poetry, women poets, female representation in literature, lyrical voice*

## Living Latin: Its Hidden Power in English Vocabulary and Style

*Mariam Nemsadze*

This article examines the enduring influence of Latin on the English language, with particular emphasis on the historical development, structural integration, and sociolinguistic functions of Latin-derived elements (Latinisms). It traces the major phases of lexical borrowing, from early contact in antiquity through the medieval and Renaissance periods to modern scientific, legal, and academic discourse. The study provides a systematic analysis of Latinisms at the lexical, morphological, semantic, and stylistic levels, demonstrating how they contribute to precision, abstraction, and terminological clarity. Latin-derived forms frequently function as markers of authority, education, and intellectual prestige, particularly in institutional and professional contexts.

**Keywords:** *Latinisms, English, term, borrowing, language*

## Learning to Sound English: Sociophonetic Awareness in Georgian EFL Learners: Levels of Perception and Phonetic Manifestation

*Nino Jojua*

This study examines the role of sociophonetic awareness among Georgian learners of English as a foreign language specializing in English Philology. Data were collected through a questionnaire administered to 30 English Philology Majors with varying levels of English proficiency. The study focuses on learners' awareness of social influences on pronunciation, their ability to adjust speech in different communicative settings, and the relationship between awareness and reported pronunciation practices. The findings indicate high sociophonetic awareness among learners; however, a gap remains between awareness and performance, as many report limited ability to consistently adjust pronunciation across contexts. The study highlights the importance of integrating sociophonetic awareness into pronunciation instruction.

**Keywords:** *sociophonetic awareness, second language acquisition, EFL learners, speech perception and production, English pronunciation development*

## The Other in James Joyce's Ulysses

*Lasha Chakhvadze | Nona Chanturia*

This paper explores the figure of the Other in James Joyce's *Ulysses* through Levinasian ethical terms. Drawing on Emmanuel Levinas's concept of the Other as a figure that demands ethical responsibility, the study examines how Joyce reconstructs alterity in the context of early twentieth-century Anglo-American modernism. Through the character of Leopold Bloom, Joyce constructs a form of subjectivity grounded in empathy, marginality, and resistance to totalising identity structures. Rather than reproducing dominant narratives of exclusion, Joyce's text foregrounds the lived experience of the Other and challenges residual antisemitic attitudes within European culture. The paper adopts a qualitative, interpretive approach combining close reading with insights from New Criticism, hermeneutics, and ethical criticism.

**Keywords:** *James Joyce, Ulysses, the Other, antisemitism in modernism*

## VIRTUAL ROOM – EDUCATION & LANGUAGE

### Systemic Implementation of Climate Change Education: Teachers' Perceptions and Moderating Mechanisms

*Sophie Shauli | Anat Abramovich*

Climate Change Education (CCE) has become a central pillar in educational responses to global sustainability challenges. Despite its growing prominence in policy discourse, the systemic integration of CCE within formal school settings remains uneven. This study examines the organizational characteristics of CCE implementation and explores the role of teacher-level mechanisms in shaping perceived student outcomes. Grounded in Michael Fullan's systemic change framework, the study adopts a mixed-methods design with quantitative data collected from 101 teachers, complemented by qualitative insights from semi-structured interviews. The findings reveal that CCE implementation is largely decentralized and driven by teacher initiative, and that perceived personal impact significantly strengthens the relationship between program integration and student outcomes.

**Keywords:** *climate change education, teacher perceptions, systemic change, environmental literacy, program implementation*

### Customized Professional Development for Educators: One-On-One Mentoring as a Model for Sustainable Pedagogical Change

*Lavi Sigman*

Teacher professional development is increasingly required to support meaningful pedagogical adaptation in response to rapid technological and instructional change. However, traditional group-based professional development models often fail to address individual learning needs, emotional barriers, and discipline-specific teaching contexts. This study explored educators' perceptions and lived experiences of individualized one-on-one mentoring as a model for professional learning and pedagogical development. A qualitative interpretive design was employed using semi-structured interviews with 23 educators participating in graduate-level teacher education programs at an academic college in Israel. The findings revealed five central themes reflecting a developmental trajectory of professional growth: emotional safety and openness, improved capacity to engage with new instructional tools, adaptation to individual learning pace, transformation in pedagogical perception, and sustained interpersonal support from the mentor.

**Keywords:** *teacher professional development, pedagogical change, individualized mentoring, sustainable professional learning*

### The Relationship Between Beginning Teachers' Learning Patterns and Teaching Quality

*Yasmin Neulinger-Schwartz*

Schools function not only as instructional institutions for students but also as professional learning environments that can either foster or impede teacher growth. Recent research indicates that participation in professional learning communities (PLCs) contributes to a stronger sense of belonging, self-efficacy, and deeper practical knowledge among beginning teachers. The literature distinguishes between two primary learning patterns: peer learning, which enables knowledge sharing, reflection, and professional identity development, and independent learning, which reflects high self-regulation but may also represent an adaptive response to an environment perceived as less supportive. The prevailing assumption in the literature is that peer learning is more effective for beginning teachers, and accordingly, a preference for peer learning is expected to correlate with higher teaching quality. This study examines the relationship between these learning patterns and the teaching quality of beginning teachers, exploring how the professional environment shapes early-career pedagogical development and outcomes.

**Keywords:** *beginning teachers, professional learning communities, peer learning, independent learning, teaching quality*

### More Than English: Perspectives From Higher Education Staff Members in Poland and Georgia

*Nana Akofyani*

This study explores how international students' foreign language learning, cultural adaptation, and intercultural communicative competences are perceived by higher education staff in Poland and Georgia. Using in-depth interviews with academic staff members, Polish as a foreign language and Georgian as a foreign language teachers, as well as staff members working in international offices, three interconnected areas are explored: learning the language of the host country, the development of intercultural communicative competence, and institutional support. Preliminary findings suggest that local language proficiency has a crucial role in effective communication, in accessing informal social networks, and in fostering a stronger sense of belonging.

**Keywords:** *foreign language learning, international students, intercultural communicative competences, higher education*

## **Reframing Sustainability and Environmental Education as a Security Imperative: Integrating Climate Risk, Resilience, and Policy Literacy in Contemporary Learning Systems**

*Foster Nyasha*

The intensifying impacts of climate change, environmental degradation, and resource insecurity are increasingly reshaping global risk landscapes, blurring the boundaries between ecological challenges and national security threats. Despite this reality, sustainability and environmental education (SEE) remains largely confined to awareness-driven pedagogical models that inadequately prepare learners for the complexity of contemporary environmental crises. This paper advances a transformative rethinking of SEE by positioning it as a strategic instrument for resilience-building and security governance in the 21st century. The study introduces the Security-Integrated Environmental Education Model (SIEEM), an interdisciplinary framework embedding sustainability education within the climate–disaster–security nexus. The findings indicate that a security-informed approach to environmental education enhances resilience, strengthens institutional preparedness, and supports sustainable development.

**Keywords:** *sustainability education, environmental security, climate-security nexus, disaster risk reduction, policy literacy*

## **The Effects of Multimedia Combining Computer-Based Learning and Video Modeling on the Acquisition and Improvement of Social Skills Among Students with Mild Intellectual Disability**

*Irit Benin*

Children and adolescents with mild intellectual disability (ID) face significant challenges in acquiring and applying social skills in complex social environments. Research indicates that this population shows deficits in social skills and social knowledge, struggles to form social relationships, and lacks adequate opportunities to learn and develop these skills alongside peers. At the same time, successful acquisition of social skills has been shown to improve social acceptance and quality of life. Assistive technologies, and in particular the combination of computer-based learning and video modeling, have demonstrated effectiveness in teaching functional skills to students with intellectual disability, and have shown promise for social skills instruction among students with autism. However, the effectiveness of combining these tools for teaching specific social skills to students with mild ID had not yet been examined. This study investigates the impact of a multimedia intervention combining both approaches on the social skills acquisition and improvement of students with mild intellectual disability, contributing to the evidence base for technology-enhanced inclusive education.

**Keywords:** *mild intellectual disability, social skills, computer-based learning, video modeling, assistive technology*

## **Humour We Live By: An Ecolinguistic Perspective on Tri-Functional Analysis of Humour in the Iraqi EFL Classroom Ecosystem**

*Huda Halawachy | Dunia Al-Bayati | Huda Al-Hassani*

*University of Mosul, Iraq*

In light of the rapid breakthroughs within the realm of global ecological inquiry, traditional perceptions of the physical classroom as merely a component of an educational institution are gradually becoming outdated. The current research is grounded in the premise of ecosystem sustainability, emphasizing the importance of preserving biodiversity. It addresses a notable gap in the existing literature, which often treats the classroom as a mere academic niche while depicting students as mere recipients of knowledge. By reconceptualizing students as 'organisms' and the classroom as a 'niche of homeostasis' in the ecological framework, this study explores

how the teacher's pedagogical humour 'sustains' or 'degrades' the organisms in the Iraqi higher education environment. A purposive sampling of 42 Iraqi Foreign Language Learners at the Department of English, University of Mosul, including 3rd-year (52%) and 4th-year (48%) students, was engaged. A 16-item digital survey was designed to measure teachers' humour from three pillars: affective-psychological function, socio-pragmatic function, and cognitive-pedagogical function, investigated against Stibbe's (2015, 2020) and Virdis's (2022) frameworks. Quantitative analysis indicates that 88.1% of the organisms reported a restoration of psychological symmetry through the teacher's humour, while 85.7% identified it as a catalyst for cognitive 'nutrient' uptake, facilitating deeper linguistic intake. The study concludes that humour is not a mere classroom luxury but a functional imperative for the sustainability of the Iraqi EFL higher education ecosystem.

**Keywords:** *ecolinguistics, pedagogical humour, ecosystem sustainability, classroom homeostasis, Iraqi EFL*

## From Biblical Warrior to Seductress: Gender, Body, and Cultural Reconstruction of Yael in the Babylonian Talmud and its Zoroastrian Context

*Liat Mandelbaum*

This study examines the figure of Yael as a case study in the reconstruction of female figures in ancient religious literature, tracing her transformation from the biblical text to the post-biblical text. The central argument is that while the Bible portrays Yael as an active heroine in the public and military sphere, the Babylonian literature reconstructs her around an erotic axis. The research rests on a three-axis analysis: principal talmudic sources concerning Yael; contemporaneous Zoroastrian texts on sexuality, impurity, and the female body; and theoretical frameworks of Foucault on power and sexuality and Butler on gender performativity. The study contributes to interdisciplinary discussion on the construction of female figures in ancient religious literature.

**Keywords:** *cultural dialogue, Zoroastrian, sexuality, gender, female body*

## EFL Teachers' Use and Perceptions of Artificial Intelligence in Education: A Comparative Study of State and Private Schools in Georgia

*Meri Iobidze | Ekaterine Archvadze*

As Artificial Intelligence continues to reshape the global educational landscape, its incorporation into EFL classrooms in Georgia remains a complicated process. This study examines the present utilization trends and perceptions of AI among EFL educators, offering a significant comparison between public and private educational institutions. The study employs quantitative research and data analysis with participants from both public and private institutions in Georgia, facilitating a comparative analysis of access, usage patterns, attitudes, and perceived challenges. The study highlights the need for targeted teacher training, equitable resource distribution, and clear policy guidelines to support the effective and responsible integration of AI in EFL education.

**Keywords:** *EFL education, artificial intelligence, Georgian schools, educational technology, teacher perceptions*

## Identifying Linguistic and Psychological Barriers in Oral Communication: A Case Study of University Students via Mini World Café

*Gulnara Janova | Maka Murvanidze*

This study explores the challenges faced by university-level EFL students in developing speaking skills and the impact of the Mini World Café methodology on overcoming these barriers. Data were collected using a mixed-methods approach, including a 5-point Likert scale questionnaire and open-ended reflective questions focusing on four key areas: fear of making mistakes, limited vocabulary, lack of practice opportunities, and pronunciation difficulties. Qualitative findings suggest that the informal, supportive environment of the Mini World Café effectively lowered participants' affective filters. Students reported a shift in perspective, moving from a fear of linguistic inaccuracy to an acceptance of errors as a necessary component of the learning process. The rotating discussion format facilitates "lexical recycling" and helps transition passive vocabulary into active use.

**Keywords:** *Mini World Café, speaking anxiety, vocabulary acquisition, communicative competence, higher education*

## Christophore Guramishvili's Pedagogy and Its Parallels with Basil the Great and Contemporary Education

*Grigol Bendeliani*

This paper analyzes the pedagogical views of Christophore Guramishvili and their parallels with the educational tradition of Basil the Great, as well as with contemporary approaches to education. The study demonstrates that both pedagogical traditions are based on a common principle: education is not merely the transmission of knowledge, but the holistic formation of the individual in spiritual, moral, and social dimensions. Christophore's pedagogical views remain practically unstudied and under-analyzed in Georgian academic discourse. Christophore's pedagogy integrates moral, religious, and civic objectives into a unified educational vision, reflecting the continuity of the Christian pedagogical tradition. The study also identifies parallels between these historical approaches and modern educational principles, particularly in student-centered learning and the role of the teacher as an educational guide.

**Keywords:** *pedagogical traditions, educational history, 18th-century Georgian education, educational methods*