Editor's Foreword

 This issue of the Journal of Humanities brings together a rich array of studies exploring the intersections of language, literature, pedagogy, and sociocultural phenomena, reflecting the dynamic interplay between theoretical inquiry and empirical research within contemporary humanities and social sciences. The contributions in this issue collectively highlight how language functions not only as a tool for communication but also as a lens for understanding human interaction, societal norms, cultural values, and cognitive processes. They further reveal the ethical, social, and cognitive dimensions of education and literary interpretation, offering readers a comprehensive view of current research trends in Georgian and international contexts.

A significant focus of this issue is the investigation of language use in educational settings, particularly within English for Specific Purposes (ESP) classrooms and broader pedagogical contexts. Khatuna Buskivazde's study addresses the understudied phenomenon of code-switching (CS) in Georgian Business English classrooms, examining both students' and teachers' attitudes toward instructors' code choice. Drawing on sociolinguistic theory and using a quantitative methodology based on online questionnaires, Buskivadze surveyed seventy students and seven teachers across several state universities in Tbilisi. The findings reveal a nuanced dynamic: while Business English teachers frequently employ code-switching during classroom interaction, both teachers and students express predominantly negative attitudes toward the use of the first language (L1) in ESP contexts. The study also situates its findings within the broader international literature on CS in ESL and EFL classrooms (Rauf, 2017; Alenezi, 2010), highlighting a research gap in Georgian contexts. By simultaneously examining educators' and learners' perspectives, the research underscores the complexities of language choice in instructional settings. It provides insight into how sociolinguistic factors, proficiency considerations, and institutional norms may influence pedagogical practices.

S.Nikolaishvili's contribution examines the subtle interplay between language and social perception by exploring benevolent sexist attitudes in the use of English terms of endearment, particularly *baby* and its variants. As address terms reflect social, cultural, and psychological dynamics within speech communities, this study investigates how individuals' selection and interpretation of these terms reveal underlying gendered assumptions. Utilising online surveys and follow-up interviews with both monolingual and bilingual speakers, the research engages with theories of benevolent and indirect sexism to demonstrate how seemingly innocuous language can perpetuate gendered norms. The findings highlight that even affectionate or playful linguistic practices are embedded with sociocultural meanings and moral implications, offering important insights into the broader sociolinguistic processes that govern everyday interaction. The study also exemplifies the methodological possibilities of combining quantitative and qualitative approaches to investigate subtle sociolinguistic phenomena, demonstrating how empirical research can illuminate the ethical and cultural dimensions of language use.

This issue also foregrounds the theoretical and practical dimensions of language learning and teaching. Farina and Rusieshvili present the collaborative development of a series of English-language textbooks designed to enhance students' reading, writing, listening, and speaking skills. This project exemplifies a cross-cultural and interdisciplinary approach, integrating the expertise of Georgian educators and American specialists to produce pedagogically sound, contextually relevant materials. Special attention is given to the ongoing development of the textbook *Read in English Outside the Box*, which reflects both contemporary CEFR-aligned standards and local educational needs. The study not only details the conceptual framework and pedagogical principles underpinning the textbook's design but also illustrates the collaborative processes necessary to produce high-quality, culturally responsive educational resources. In doing so, the article contributes to the discourse on curriculum development, international collaboration in education, and the intersection of theory and practice in English language teaching.

S. Totibadze's article extends the focus on sociolinguistic phenomena to the domain of cultural expression, examining gender-marked proverbs in Georgian and English. Proverbs, as formulaic expressions rooted in oral tradition, embody communal knowledge and social values, reflecting cultural worldviews. Using contrastive and comparative methodologies, Totibadze analyses the thematic categories, gender stereotypes, and cultural underpinnings of proverbs across these linguistic contexts. The study demonstrates that proverbs function as more than mere linguistic artefacts; they are sociocultural vehicles that convey role expectations, moral norms, and ideological frameworks. By investigating gender-marked proverbs, the article provides a nuanced understanding of how cultural and linguistic norms intersect to shape perceptions of gender roles, revealing both commonalities and differences between Georgian and English-speaking communities. This research also emphasises the value of sociolinguistic approaches in exploring the transmission of cultural knowledge and the role of language in constructing and perpetuating social norms.

M. Keburia's study highlights the interdisciplinary and socially mediated nature of dictionary-making, demonstrating that modern lexicography is not merely descriptive but also inherently political and culturally reflective. The article explores how lexicographers, particularly those in the digital age, actively shape public perception through word selection, trending entries, and culturally responsive definitions. The research draws on examples from established English-language dictionaries, such as Merriam-Webster and Oxford University Press, to illustrate how dictionaries respond to sociopolitical developments and engage in public discourse. This work underscores the importance of considering dictionaries as social instruments that reflect and shape linguistic and ideological trends, thereby emphasising the social responsibility inherent in lexicographic practice. It also highlights the intersection of technological innovation, language documentation, and societal influence, showing how lexicography serves as a lens for understanding cultural and political dynamics.

This issue of the Journal of Humanities also addresses pressing concerns in higher education, particularly those related to academic integrity. In their works, Japaridze and Purtseladze focus on plagiarism, exploring its prevalence, motivations, and pedagogical implications.

Sepcifically, Japaridze's article situates plagiarism within the digital context, where access to online resources and academic pressures exacerbate the temptation to engage in academic misconduct. The research identifies standard drivers of plagiarism, including time constraints, insufficient research skills, and the perceived ease of online copying, while proposing strategies for mitigation, such as proactive instruction, rigorous citation practices, and fostering a culture of academic honesty. V. Purtseladze complements this perspective by examining students' perceptions of plagiarism in Georgian higher education, emphasising both psychological factors and classroom dynamics. Survey data from first-year students at Tbilisi State University reveal that the tendency to plagiarise is often linked to low confidence arising from a lack of competence, and that positive classroom relationships can significantly reduce engagement in dishonest practices. Together, these studies offer a comprehensive view of plagiarism as both an individual and a systemic phenomenon, emphasising the need for holistic interventions that combine skill development, ethical instruction, and supportive learning environments.

I. Baratashvili and M. Kiklashvili's research further explores academic integrity by focusing on plagiarism in student presentations, a form of assessment often marked by inadequate referencing and improper attribution. Through analysis of presentations and online interviews with students in English-language courses, the study identifies underlying causes of plagiarism and proposes practical measures to prevent it. Collectively, the studies on plagiarism underscore the multifaceted nature of academic dishonesty, illustrating that interventions must address cognitive, psychological, and institutional dimensions.

In addition to pedagogical and sociolinguistic studies, this issue highlights discourse analysis and communicative strategies. Khatia Buskivadze examines the use of discourse markers in American and Georgian inaugural speeches, using Fraser's taxonomy to explore their pragmatic and metalinguistic functions. By analysing speeches delivered by Hilary Clinton and Davit Gogichaishvili, the study illustrates how discourse markers contribute to conversational tone, audience engagement, and communicative intent, even within highly structured, pre-prepared speech formats. This research demonstrates the role of pragmatics in cross-cultural communication and highlights how speakers navigate linguistic choices to achieve rhetorical effectiveness.

Literature and narrative studies are also central to this issue. E.Sukhitashvili and I. Zghenti explore Edward Albee's plays, with particular focus on *The Zoo Story* and *Who's Afraid of Virginia Woolf?*, investigating the symbolic "harmful games" that define interpersonal dynamics and societal critique. Albee's portrayal of characters reduced to an animalistic "state of nature" through childish games highlights the fragility of human relationships, the pervasiveness of loneliness, and the existential challenges of communication. These studies reveal how Georgian theatrical reception and critical commentary shape interpretive emphases and performance practices, illustrating the interplay between scholarship, production, and audience perception. A. Nadareishvili extends literary analysis to fantasy narratives, comparing depictions of power across the sagas of Martin, Rowling, and Tolkien. By examining how characters' personal qualities influence governance and ethical decision-making, the study illuminates recurring themes of temptation, responsibility, and the

consequences of wielding power. Similarly, K. Imedashvili's frame-semantic analysis of crime and punishment demonstrates the cognitive and structural interdependence of legal and moral concepts, emphasising the dynamic nature of conceptual frames and their relevance for understanding justice.

Collectively, these contributions highlight the richness of interdisciplinary research in language, literature, and education. From sociolinguistics and lexicography to ELT, literature, and cognitive semantics, the studies featured in this issue demonstrate the multiple ways in which human interaction, cultural norms, and ethical considerations intersect with language and literary practice. By combining theoretical rigour with empirical investigation, these articles provide nuanced insights into both local and global contexts, showcasing the importance of integrating sociocultural, cognitive, and ethical perspectives in scholarly inquiry.

Manana Rusieshvili-Cartledge
The Editor-in-Chief of the Online Journal of Humanities ETAGTSU
Ivane Javakhishvili Tbilisi State University