

certain processes in linguistics.. These types of programs are used for complex grammatical patterns. However, this time, the article looks at the use of the Antconc Concordancer software, which is a practical technological tool for researching corpus linguistics. The focus is on the consistency aspects and characteristics of the software product, as mentioned above.

"A Terrible Fish" As a Symbol of the Lost Youth in Sylvia Plath's Poem "Mirror"

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Sylvia Plath is a popular American poet, novelist, and short-story writer of the 20th century. She is considered to be one of the founders of the genre of confessional poetry in English-speaking literature. This genre deals with taboo topics such as addiction, mental health and interpersonal relationships. Plath's style of writing reflects her intense emotions and her battle with depression. Her poems occupy a special position in American literature due to its nature, topics, treatment, and imagery. Her life and bitter experiences have influenced her poetry. The poem "Mirror" is a compelling work of art, and a remarkable piece of literature. It contains many autobiographical elements that have to do with the poet's difficult life. It is one of Plath's darkest and the most haunting poems, which clearly depicts her own self-doubt, fears and feelings of inadequacy. The poem consists of two nine-line stanzas which are both symmetrical, and indicative of opposition. It is written in free verse from the perspective of a wall mirror - the narrator. The second stanza is a reversed symmetrical reflection of the first one. Here the mirror compares itself to a lake. The poem is an example of the symbolic use of a mirror in literature. It describes a young woman who is growing older while she is looking into her mirror. She is struggling with the loss of her beauty, admitting each day that she is getting old. The woman has "*drowned a young girl*" in the mirror, and now sees in her reflection an old woman who rises toward her out of the mirror like "*a terrible fish*." The fish could symbolize an old woman grasping for her lost youth in the same way as a fish, due to the lack of oxygen, opens its mouth at the surface of the water.

Meta-Discourse Markers in Introduction and Literature Review Sections of Management Articles

Written by Iranian and Foreign Scholars

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This study aimed to explore interactive meta-discourse markers used in the introduction and literature review sections of the management articles written by Iranian scholars based on Hyland's (2005) model. A mixed methods design was selected. The materials used in this study included 60 English management articles, 30 written by Iranian scholars and 30 by foreign scholars, which were selected from the existing data bases through availability purposive sampling. After data collection, the introduction and literature review sections of the papers were read by the researcher to investigate them in terms of the use of interactive meta-discourse markers (i.e., transitions, evidentials and code glosses) based on Hyland's

(2005) model. Data analysis was conducted using descriptive statistics and Chi-square test. According to the results, in Iranian scholars' articles, the most frequent meta-discourse markers used in the introduction and literature review sections of the management articles based on Hyland's model were transitions and evidentials, respectively. In addition, the least frequent meta-discourse markers used in the introduction and literature review sections of the management articles written by Iranian scholars based on Hyland's (2005) model were code glosses. Regarding foreign scholars' articles, transitions were shown to be the most frequent meta-discourse marker used in the introduction section of the management articles based on Hyland's (2005) model. In the literature review section of the articles, the highest frequency was related to evidentials and transitions. It was also revealed that the least frequency was for code glosses in both the introduction and literature sections of the articles by foreign scholars. According to the results obtained from Chi-square test, the observed difference between the frequency of interactive meta-discourse markers used in the introduction and literature review sections of the management articles written by Iranian and foreign scholars based on Hyland's (2005) model was statistically significant.

Foreign Language Anxiety in Virtual Classrooms in Turkey

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This mixed-methods study investigated foreign language anxiety in virtual English as a foreign language (EFL) classrooms in Turkey. The Turkish EFL university learners' anxious feelings in traditional and virtual classrooms were compared. Then, the reasons for their feelings were explored. Data were gathered from 212 online learners via a questionnaire including both open-ended and close-ended questions. A large number of the students felt less stressed in a face-to-face classroom. Comparing doing the activities, a larger number of the respondents felt less stressed to participate in face-to-face classroom language activities than in online classroom activities. Over half of the respondents felt anxious thinking that others might see their home settings or hear the voices in their homes, about being recorded for every activity, and about their physical and mental health due to long-time use of technology. The online classroom setting made a large number of the participants feel more suffocated and isolated. The existence live interactions in face-to-face environments was mentioned as an effective factor. The other reasons included individual differences and preferences, lack of technological knowledge, and the technological infrastructure problem. In terms of the benefits of the online classes, several learners felt comfortable with answering questions while others are not looking at them, and that others do not see their physical appearance. The direct presence of eye contact with the teachers in face-to-face classrooms made above several students more nervous. Some also referred to the Covid-19 pandemic and that it is risky for their health to be in face-to-face classrooms.