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Classes**

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## Teaching a Second (Foreign) Language in Diverse Classes

### ABSTRACT

In diverse classes, that is, in classes in which multilingual students study, the difficulties that accompany the teaching of a second language (foreign language) should be taken into account. In schools where the Ossetian language is taught, Georgians learn this language together with Ossetian children. It is known that the Ossetian language belongs to the group of Indo-European languages and, naturally, differs from the Caucasian languages, although there are some similarities between them. This difference concerns both phonetics, morphology and syntax. In this work, we will touch upon some morphological and syntactic peculiarities, which should be known and taken into account when studying/teaching this language in diverse classes. In order to better guide the teaching/learning process, this work will analyze the ways and methods of overcoming grammatical difficulties. It should be taken into account the circumstance that in most Indo-European languages there is no category of behavior and contact. Comparative methods explain some of the characteristics of verbs, verbal nouns, prepositions, and other categories. In addition to theoretical material, the work will take into account practical exercises that will be of interest to both teachers and students.

*Keywords: Second Language, Foreign Language, Teaching, Diversity, Bilingualism, Multilingualism, Phonetics, Morphology, Syntax.*

In a variety of classes, that is classes in which students of different languages study, the difficulties that accompany the teaching of a second language (foreign language) should be taken into account. In several schools where the Ossetian language is taught, Georgians learn this language alongside Ossetian children. While the Ossetian language belongs to the Indo-European language family, namely, the Iranian group, the Georgian language is from the Kartvelian language group. Therefore the structural and linguistic features of these two languages must be taken into

account when the bilingual teaching process occurs. Therefore, taking into account and making a comparative analysis of the phonetic, morphological, and syntactic nuances is a must.

It is known that the Georgian verb has quite a variety of expressive means; it has a coordinating role in the sentence. In some other languages, it is difficult for a verb to convey all the nuances that a Georgian verb has (representing the diversity of a person; the issue of the relationship between subjective and objective persons; contact; category of behavior, others).

In bilingual teaching, first of all, it is necessary to convey the features of the verb adequately. In particular, a tricky issue is the relationship of the transitive verb and the subject in the appropriate declension. The subject of the transitive verb in the case of the verb of I, II, and III series is found in three declensions in the Georgian language; With the I series verb it is in the nominative, with the second series verb it is in the ergative, and with the third series verb - in the dative.

Unlike the Georgian language, in the Ossetian language, we do not have an ergative declension, and the subject is only in the nominative form (very rarely in genitive). The acting, or the subject, stands in nominative with both the I series verb and the II and III series verbs.

Thus, there is a natural expression in Ossetian: *сывæллох зары* – the child is singing (**bavshvi mgheris**); *сываллон азарыд* – the child sung (**bavshvi imghera** instead of **bavshvma imghera**); *лæг худы* – the man is laughing (**katsi itsinis**) *лæг бахудти* – the man laughed (**katsi gaitsina** instead of **katsma gaitsina**).

Due to the construction of the Ossetian language, it is natural to say: Bulbuli galobs, Bulbuli igaloba, Bulbuli ugalobia, (ბულბული გალობს, ბულბული იგალობა, ბულბული უგალობია) whereas in Georgian we have bulbuli galobs, bulbulma igaloba, bulbuls ugalobia (ბულბული გალობს, ბულბულმა იგალობა, ბულბულს უგალობია) (English Translation: The nightingale sings, The nightingale sung, The nightingale has sung).

In Georgian, contact is the form of a verb that shows that a subjective person acts directly on an object directly or through another person. According to this, we have causative markers.

The suffixes that are used during causative markers are: **-in, -ev, -evin, -vin, -ebin**.

It should be noted that “the Ossetian language does not mention the category of contact and behavior. Several languages regard it as a category” (Bepieva, 2017: 93).

As mentioned above, in the Georgian language, the verb has suffixes that produce contact. In the Ossetian language, the initial form of a verb accompanied by an auxiliary verb is used to express intermediate contact, for example: **кæны** - аразын æй ын **кæны** – makes somebody do, амæлын æй ын **кæны** – makes somebody kill.

In the case where the verb already contains the auxiliary verb, in some cases, the auxiliary verb is re-attached to express the direct contact.

For example:

**хæрын кæны** – feeds somebody, **ныв ын кæны** – paints for somebody

**хæрын ын кæнын кæны** – makes somebody feed; **ныв ын кæнын кæны** – makes somebody paint.

In such a case, the subject (he/she) of the transitive verb acts as the actual acting person (him/her) that at the same time is the indirect object.

Thus, when teaching causative markers, the Ossetian language teacher must explain the possibility of the Georgian verb concerning the contact category and train the students using a different, comparative method.

In Georgian, the verb also expresses belonging-purpose: a) The object does not belong to anyone and is not intended for anyone; b) The object belongs to the acting person, the subject; c) one object belongs or is intended for him/her.

According to this, we have three types of behaviors: for nobody (vasheneb), for himself-herself (visheneb) and for somebody else (vusheneb), that is, three versions: neutral, subjective and objective (Shanidze, 1969). Different forms of behavior in Georgian are sometimes conveyed by prefixes (a-keteb, i-sheneb, u-tsers), sometimes only in the form (tsers).

How are different forms of behavior transmitted in the Ossetian language?

Behavior in the Ossetian language cannot be conveyed through the verb form. By including prefixes or suffixes, it is impossible to convey a verb in any form. To convey any form of behavior, it is necessary to attach appropriate nouns or pronouns to the verb:

He built a house - **Уый хæдзар самадта** (for nobody - Никайон архайд), he built a house for himself **Уый хæдзар самадта йæхицæн** (for himself - хион архайд), he built a house for him **Уый**

**кæмæндæр хæдзæв (for somebody - и McKayon архайд).** In one case, in the second case and the third case **built (самадта),** it is conveyed in the same way. To convey a Belonging-purposeful relationship, the verb in the Ossetian language does not change the form; rather the name or a pronoun used accordingly has to change.

To convey self-behavior in Ossetian, it is necessary to include proper pronouns. Here are a few cases to consider separately:

1. When the action of a verb is intended for the first person, the possessive pronoun of the first person is used (together with the first person pronoun):

**æз мæхи дасын I shave.**

When expressing doing something for oneself it is necessary to use the personal and the possessive pronouns together with the verb. "I built for myself" form is conveyed by the pronoun of the first person + the possessive pronoun of the first person + verb (in adjective behavior):

**I built a house for myself (I built a house) æз мæхицан хæдзæр самадтон.**

The same is true in other cases.

As for doing something for someone, we have the following construction here:

1. When in the Ossetian language the first person expresses doing something for someone, we use the following form: pronoun of the first person + personal pronoun of the third person + verb (conjugative form, for nobody);

I built a house for him (Georgian: Sakhli avushene) æз уыман хæдзæр самадтон;

2. II person pronoun + third-person pronoun + verb;

You built a house for him (Georgian: Sakhli aushene) ды уыман хæдзæр самадтай.

3. Third person pronoun + third-person pronoun + verb;

He built a house for him (Georgian: Sakhli aushena) уый уыман хæдзæр самадтæ.

уый манæн хæдзæр æдтæ He built a house for me. (Georgian: amishena)

уый дауæн хæдзæр æдтæ He built a house for you. (Georgian: agishena)

уый уымæн хæдзæр æдтæ He built a house for him/her. (Georgian: aushena)

While teaching Ossetian as a second language, it is necessary to pay attention to the nuanced meaning of the negative pronouns, negative particles, and the rules of their use.

There are no negative particles in the Georgian language and they cannot express the nuanced difference of action. Their unlocking gives the action mentioned in the verb a negative context, but different from each other. In particular, the non-particle with the verb denotes an action when the subject does not want to act, the action corresponds to his/her negligence: I will not write! I will not draw! I will not eat! I will not go! etc. The nuances of categoricalness are not part of it. And while the particle, which is also expressive of negative content, is devoid of such categoricalness, it denotes an action which, despite the subject's obscurity, is impossible: I can not write, I can not draw, I cannot eat. In the Ossetian language, the negative participle *næ* expresses both nuances - both categorical (not) and out of possibility (can not).

**нæ ныфыстон I did not write - categorical**

**нæ ныфыстон I have not written - neutral**

**нæ ныфыстон I could not write - possibility**

In this case, the speaker in Ossetian adds words (I could not), thus explaining that he/she could not write (for various reasons).

When studying and determining the meaning of adverbs, it is necessary to take into account: one-syllable postpositions **-vit, -tan, -ze, -shi, -tvis, gan (dan)** are combined with the noun in Georgian. The Ossetian language does not have such a combination. The function of these adverbs is performed by certain declensions in Ossetian (and not postpositions).

Compare хадзæрай - like a house; хадзæрæй -from home.

The nouns accompanied with **-gan** postposition (amkhanagisa-**gan**) and **-dan, -idan** (tskharo-**dan, sopli-dan**) are asked different questions in Georgian: from whom? From where?

The above-mentioned postpositions are conveyed in one form of the genitive in the Ossetian language.

Sometimes one Georgian postposition has two matches in Ossetian.

For example, I went to the village - **хъаутам ацъдтан** (sopel-**shi** tsavedi), another form is - I am in the village - **хъæуты дæн** (sopel-**shi** var); **-shi** postposition is used in Georgian both during statics and during dynamics. In Ossetia, these forms are conveyed in clearly different forms of declension. **хъаутам** - I go to the village; **хъæуты** - I am in the village.

As well as in other Indo-European languages:

Russian: **В школе (находится) В школу (ходит).**

It is conceivable that in Ossetia, at an early stage of its development, there should have been more postpositions than are today. This assumption is confirmed by some of the surviving forms of the Ossetian language in the Digor dialect, some of which are also established in the literary language. It looks like this, for example:

**Раз-дарæн (apron); дæл- базыр (under the wings); дæл-барæд (attitude); уæл-арв (heaven).**

Some of the functions of the Georgian postposition are performed by the prepositions and adverbs in Ossetian. In some cases, the Georgian postposition form is conveyed by declension in Ossetian. This is especially noticeable about Georgian, where the verb conveys these forms in most cases with appropriate markers.

Ossetian has both prepositions (Разæвæрдтæ, Раздзырдтæ) as well as postpositions (Фæсæвæрдтæ, Фæсдзы- рдтæ). Both prepositions and postpositions are adpositions, which "is attached to this or that form of declension of the name to indicate the state, direction, purpose or any other relation to the named object" (Shanidze, 1969).

There are only a few postpositions in Ossetian compared to the prepositions, namely;

æд, **-tan, ian, -ad** postpositions (in modern Georgian it is rare to have them attached as a prefix).

М æд-гæзерæ - armed (iaraghian-**ad**); æд- дзаума - with objects (nivtebian-**ad**)

The preposition æд is only attached to nouns and it is only in the nominative. It is inadmissible to include other words between it and the noun (Akhvlediani, 1968, p. 296).

The preposition æд in Ossetian is known as an unproductive preposition, while æнæ - as productive.

It should also be noted that the suffixes **-ian, -osan, -ovan, -ier**, which are suffixes that produce property names in Georgian, corresponds to the suffix -джын in Ossetian; Compare: дур-джын - stony (kv-**iani**); фыд-джын - fleshy (khorts-**iani**).

æнæ - u-o; u; æнæ-зæнæг - childless (**u-shvil-o**); æнæ-мат - careless (**u-dard-o**).

The preposition æнæ stands in the nominative (this proposition is close to the Georgian singular adposition - gareshe (without):

Unlike æд preposition, æнæ can sometimes have a delimiter, including a pronoun, between the preposition and the accompanying word (Abaevi, 1970, p. 296).

It should also be noted that in Ossetian æнæ prefix is sometimes replaced by its abbreviated version æ, which is used with the same meaning (denotes absence-not having) (Abaevi, 1970: 678). æ-дзар - homeless (**u**-sakhllkar-**o**); æ-дых - powerless (**u**-ghon-**o**).

In addition, some scholars of the Ossetian language also distinguish the third preposition фæйнæ, which expresses the amount of semantics (Medoiti, 2003:235). The preposition фæйнæ (approaching in meaning - single or one: gave me one five, one twenty, one three apples) is mostly in the nominative, although it can also be found in other declensions.

Thus, when teaching a second language, it is necessary to study the comparative grammar course of the (languages to be studied), to get acquainted with the phonetic, morphological, syntactic, or other features of the languages to be studied, which will greatly help students, listeners and those interested in learning these languages.

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