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**Issues of mastering new vocabulary in Georgian, as  
in the process of learning a second language**

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## **Issues of mastering new vocabulary in Georgian, As in the process of learning a second language**

### **ABSTRACT**

Study and acquisition of the second language primary foresees gradual development of the lexis. A rich lexicon of the person directly promotes easy acquisition of the second language.

In our reality, at Batumi Shota Rustaveli State University, we deal with different groups of the Armenians, Azerbaijanian, Turks, Russians, Ukrainians, Belarusians, Kazakhs and other people, prompted with different aims to study the Georgian language. Some of them acquire the Georgian language easily, some with difficulties. In order to detect the factors promoting and complicating acquisition of Georgian vocabulary, we'll discuss the following cases: 1. The vocabulary, which is common for all ethnic groups (the international words); 2. The vocabulary, which is allied to some ethnic group; 3. Fully new vocabulary (according to the aims of studies); Thus, these and other related issues will be covered within the frames of the paper.

**Keywords:** *vocabulary, assimilation, group, process*

### **Introduction**

The number of Georgian language learners has increased especially in recent years. Many foreigners are interested in our country, culture. Georgian language has become the second mother tongue for many non-Georgians. Many foreigners have received and are still receiving education in Georgian language in various higher education institutions of Georgia. This is really a pleasant fact, but we face the most important problem - how to teach Georgian to foreigners, what we can offer to non-Georgian speakers to make a second language learning process enjoyable and pleasant.

The fact is that, unfortunately, we have seen representatives of ethnic minorities living in Georgia who practically do not know the Georgian language, Georgian citizens (Armenians, Azerbaijanis), for whom Georgian language and literature were considered as a necessary

subjects in the curriculum of the school. This has been a serious problem for many years. Non-Georgian speaking young people graduated from school in such a way that their knowledge of the state language could not meet the minimum requirements. The Government of Georgia has made a correct and timely decision in connection with raising and improving the quality of Georgian language teaching in non-Georgian language schools. At the same time, launching a one-year educational program in Georgian language in Georgian higher education institutions from 2010 and then fully implementing it, is considered as a successful project. Today, the result is really felt: a much better generation of non-Georgian-speaking schools enters universities, and their level of knowledge of the Georgian language is much higher.

### **Main part**

„The second language is the language spoken by a person, learned in chronological order after the first language or in parallel with the first language. The second language is the language by which a person makes contact with other people who speak the same language in an informal everyday environment. As a rule, the second language appears in the lives of people living in a country where this language is native"(Shaverdashvili at al., 2014).

Learning a second language is a cognition of a new world for any person, which is naturally associated with difficulties. But learning process should be as fun as possible and not related to fear, complexes. The complex has the worst effect on the language learner. Mastering the second language, first of all, means a gradual development of a new vocabulary. It is easier to learn the second language when the vocabulary of the new language learner is richer and fuller. Vocabulary and discourse are interdependent. The more dynamic the process of mastering the second language is, the easier is to achieve a successful communication.

It should be noted that modern life, European education directly requires knowledge of a new language/languages. The question is often asked, is it easier to learn a second language or a foreign language? As they say, learning a second language is usually easier than learning a foreign language. People studying any foreign language, not being able to hear and use that language outside the classroom, for example, in familiar, everyday situations. Thus, foreign

language acquisition is like learning a second language under limited conditions. For this reason, the process of foreign language acquisition lasts longer than the second language acquisition, and is more difficult "(Shaverdashvili at al., 2014).

With the alphabet, we offer language learners the exact vocabulary connected with the sounds we teach at a particular time. Mastering a new language, mastering a new vocabulary is an individual process of learning . Some do it relatively easily, while others find it much harder. In addition, the introduction of a new culture is directly related to language learning. The similarities between the native language and the language learners cultures can be seen in general vocabulary.

Muriel Saville-Troike discusses the second language acquisition issues in his book „ Introducing Second Language Acquisition”. The author explains the acquisition of a second language in connection with the events that are involved in the process of learning that language. He notes: "Sometimes it is necessary for us to know the differences in what we use the second language in our life, because it has a significant impact on what we learn. These differences may determine which specific areas of vocabulary knowledge are required"(Saville -Troike, 2016).

According to Troike, when learning the second language, a number of factors must be taken into account: linguistic, psychological and social.

In reality, we are dealing with the different groups of language learners at Batumi State University and Adjara Education Foun. They are: Armenians, Azerbaijanis, Turks, Russians, Ukrainians, Belarusians, Kazakhs, etc. Who has different goals to study the Georgian language. For some learners learning Gergian language is easy and for some hard.

The question is: for whom and why is it easier to learn a second language? Who is more enthusiastic and successful in learning a new language? To answer this question, you need to consider the categories of language learners. As Muriel Saville-Troike notes: "Linguists can distinguish categories of learners depending on their identity and how their first language relates to the second language" (Saville-Troike, 2016). Therefore, to answer the question on what determines simplicity and difficulty in learning Georgian vocabulary we consider several cases:

1. General vocabulary for all ethnic groups (international words);
2. Vocabulary that is close to a particular ethnic group;

3. Completely new vocabulary (depending on the learning objectives) and vocabulary used in emergency situations, which can be referred to as active, and frequently used vocabulary.

**1. In the process of learning a second language the introduction of international words at the very first stage of learning is a proven method** (University, student, tourist, internet, telephone, manager, messenger, Facebook, Skype, viber, school, manager, bank, culture, theater, opera, etc.). Familiar vocabulary helps the language learner from the very beginning, eliminates the fear that always accompanies when learning a new language. It is also much more effective to name international words by displaying photos. The perception of familiar vocabulary by the eyes makes their pronunciation even more fun. So we can draw the first parallels between the mother tongue and the language to learn.

**2. One group is formed by vocabulary that is close to a particular ethnic group.** When working with Turkish speaking groups, many common words that entered into Georgian through Turkish should be taken into account. These are: bag (çanta), window (pencere), pen (kalem), sugar (şeker), newspaper (gazete), bank (banka), ship (gemı), pocket (cep), doctor (doktor, hekim)... "Both oral and written borrowing that entered the Georgian language were organically assimilated into Georgian. The semantic content and volume of borrowed words often changed, as well as their functional status, stylistic marker, combinational and derivational properties " (Antadze, 2011).

As for Armenian and Azerbaijani listeners or students, here we are dealing with completely different target groups . They are citizens of Georgia, representatives of Akhaltsikhe and Akhalkalaki regions on the one hand, and Marneuli-Bolnisi regions on the other. They learn Georgian as a second language in Georgia, and at the same time, Georgian is the state language for them. As we've mentioned above that over the years the knowledge level of Georgian language of Azerbaijanis and Armenians was very unfavorable. But one thing is obvious , they learn Georgian vocabulary more easily than others, because they hear Georgian words almost every day, communication with Georgians has a positive effect on the level of language skills, even in terms of vocabulary, but we cannot say the same about the agreement between the subject and the verb and syntactic constructions. As for Ossetians,

Georgian language was spoken almost in every family (today the situation is different). They are amazingly happy when in a second language they find words that are native to them.

**3. Completely new vocabulary (depending on the learning objectives) and vocabulary used in emergency situations, which can be referred to as active, and frequently used vocabulary.**

Over the years, Turkish speaking population has expressed a desire to learn the Georgian language most of all. There were those who wanted to continue their education in Georgian universities and those who did business in Georgia. Recently, and especially during the pandemic, the number of Russians, Ukrainians and Belarusians has obviously increased who have been living in Georgia for a long time, but have not yet expressed a desire to study Georgian language, or who even have moved from Russia, Ukraine, for working conditions and for business, and for clear communication it has become necessary to learn our language. It should be noted that there are a lot of language learners in this category. They belong to different age groups and consequently there is a difference in terms of language acquisition. Depending on the learning objectives, the teacher individually has to make a choice, selects new words and gives relevant simple phrases, usually starts with international words and gradually moves to general vocabulary. In addition, we should take into account the interests of Georgian language learners, subject specific vocabulary, terms. In this regard a new training course was introduced for Georgian language training educational program. "language and subject integrated teaching", depending on the learning objectives it helps to learn vocabulary. As for the vocabulary used in emergency situations, first of all, we mean the invisible enemy in present days, the words related to covid-19, that unfortunately, have become the active vocabulary today, regardless of nation or ethnic group. They are: pandemic, virus, vaccine, vaccination, statistics, etc. They can be referred to as active and frequently used vocabulary.

It is easy for a language learner to learn the vocabulary by pronouncing the words with the same sound or with only one sound different, e.g. Kari-qari-dari-zari-lari; qari-qali. It is difficult for a foreigner to pronounce some Georgian deaf-mute and sharp consonants, such as:

პ – ფ = p

კ – ქ = k

ტ – თ = t

Some Georgian consonants are even more difficult, which do not correspond in other languages: ყ, წ, ქ, ლ.(k,ts,ch,gh) When learning the alphabet language learners face some difficulties with deaf-mute and sharp consonants, that causes the first fear of pronunciation, which will follow them for a long time. (in this respect the exceptions are letters, that are not unknown to the speech apparatus). We often hear phrases like : I can't say or I can't pronounce: პური-puri, ფული-phuli, პეპელა-pepela, ტელევიზორი-televizori, წიგნი-tsigni, ჩურჩელი-churcheli, ჩიქა-chika, ყვავილი-kvavili etc. The sounds should be taught through hearing and eye perception. However, language learners should be told that just a few words are difficult to pronounce and make them remember these words. Learners of Georgian as a second language relatively easily learn general vocabulary, these are the names of products, fruit, food and simple communication phrases: Who? What? How much? How many? Which one? Where? From where? How much do you want?

The experience of previous years has shown that teaching will get better results if different teachers work in non-Georgian speakers group, namely:

1. Vocabulary and grammar-teacher I
2. Writing – teacher II
3. Conversation- teacher III

**The forms of vocabulary enrichment are:** Dialogue, oral and written assignments, description of pictures , texts, exercises (grammar, comprehension ).

**Required grammar vocabulary:** Letter, sound, vowel, consonant, syllable, phrase, sentence, noun, verb, synonym, antonym, auxiliary words.

**Vocabulary related to the learning process:** Lesson, lecture, table, classroom, exam, check, oral answer, homework, question, answer ... reference, application.

One of the most successful forms of communication is the dialogue. The following question words should be included in the dialogue: Who? What? Where? When? How? Where...from? Which one? etc.

Therefore, our goal is to develop speaking and communication skills and an important issue in the learning process is developing listening and understanding strategies, and here, in our opinion, the role of the teacher is also important. We have already mentioned that the language learner gets used to the voice and intonation, expressions of the teacher from the very beginning, tries to understand, catch and remember new words through listening. In this way it becomes easier for language learner to learn the words with similar sound.

A1 – At the elementary level we introduce parts of speech and consequently enrich the vocabulary of the language learner. Memorizing pairs of antonyms is a good method of studying the parts of speech. In particular, the teaching of nouns and adjectives occurs in parallel. e.g. Ball - big, small; Table - low, high; Apple - red, white; Street- narrow, wide; Pupil - clever, stupid; Student - Georgian, non-Georgian; Verbs-antonyms: am- am not; go- come; fall asleep- wake up; Adverbs-antonyms: Here and there, up and down, well and badly, above and below ...

A certain level of vocabulary knowledge and elementary grammar requires the use of conversation and elicits free thinking. It is desirable to make the process successful, as at this stage of communication results are achieved. The art of conversation mainly covers social topics and everyday discourse on issues such as: ways of greeting; polite forms; family and relatives; everyday activities; bank and bank operations; travelling by train or by bus; university and lectures; at the café or cinema, theater and museum, exhibition; at the table and etc.

## **Conclusion**

Teaching Georgian as a second language should be focused on communication. Communication is the main function of the language, which contributes to the acquaintance of different languages, nationalities and cultures, defines common and distinguishing characteristics. Effective communication can be achieved, first of all by enriching the vocabulary that improves the process of learning. All given exercises, dialogues, texts, planned lessons or situations which the teacher sets up in the lesson are adapted to target groups, which simultaneously involve the correction of spelling, morphological and syntactic errors. Enjoyable and entertaining lessons help Georgian language learners to overcome difficulties .



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