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## **The principal methods of teaching the second language and the ways of its practical realization**

**[using the example of the newly created practical guide “The Georgian Language – Law”]**

### **Abstract**

Proper implementation of the state language policy is always a priority of any country. Due to this fact a process of integration within a multilingual society remains an actual problem amongst the current challenges of the Georgian state, the strategic aim is avoiding the phenomena of the so called glottophagical character, which means a pressure of the dominant language, in our case, of the Georgian language onto other languages functioning in the country. Learning the state language to the ethnic minorities is possible to be realized only through the mutual agreement of both parties. In such a case, a free will of various ethnic groups on the one hand and liabilities of the state are considered on the other hand. F. De Saussure notes: “We know the languages mainly in written forms“ (Saussure 2002: 34) and indeed, even in the native language the intermediate link (member) of cognition is mainly the written source which we otherwise call the textbooks. This very basic knowledge starts a practical and active usage of the language which should be realized both in the domestic, household, professional and social-cultural spheres.

Teaching the language itself is not a simple process, consequently, a systematic methodological approach is of fundamental importance. The communicative functioning of the language is performed through separate linguistic symbols: and the latter includes in itself the subsystems of lexical and grammar modeling and the methods of their correct employment. Construction of a language textbook based on the four-componential basis (1. The text [lexis]: 2. Comprehension of the text, 3. Listening, 4. Writing prepares a learner for a motor stage and opens up a wide social environment, This International standard also creates a psychophysiological mood as well – to perceive the second language as an ethno-cultural characteristic of the people speaking it. In the textbook created by us there are envisaged both the general didactical and linguistic methods. The textbook serves the purpose according to which the learner – student will be able to develop a number of skills, including, first of all, the communicative and projecting skills (i.e. the ability to formulate the material).

One of the main goals regarding creating the textbook (The Georgian Language - Law” [the limit level B1+]) was to ease the process of teaching of the Georgian language so that morphologically marked categories were not be left beyond the vision;

That is why while explaining the grammatical forms we took into account the role of the visual memory and allocated specially selected material on special “boards” created on the basis of porcelation. The complex structure of Georgian as a complex agglutinative language is supplied to the learner mainly on the level of communicative grammar. Teaching the Georgian language is given in the context of ESP (Specifically, in the language of law) at the end of not only communicative competence but professional language skills are also improved.

We have also envisaged ethnocultural linguistic aspects, in this case those of the Georgian language ethnic group, and by the end of each teaching chapter considerable space is allotted to frequently used phraseological word combinations. Supplying students with such forms enhances the further process of modeling of the speech act and strengthens its communicative component. This and many other methodologically selected linguistic segments serve as a foundation for the textbook of the Georgian language created by us based on the language as a polyphonic concept. This ESP textbook “The Georgian Language – Law” is a novelty in the

pedagogical space. It creates mainly a linguistic basis and simultaneously shows the ways to the foreigners living in Georgia to their professional activities.

**Key words:** *language teaching, methods, practice.*

Proper implementation of the state language policy is always a priority of any country. Due to this fact a process of integration within a multilingual society remains an actual problem amongst the current challenges of the Georgian state, the strategic aim is to avoid the phenomena of the so called glottophagical character, which means a pressure of the dominant language, in our case, of the Georgian language onto other languages functioning in the country. Teaching the state language to the ethnic minorities is possible to be realized only through the mutual agreement of both parties. In such a case a free will of various ethnic groups on the one hand and liabilities of the state are considered on the other hand. F. De Saussure notes: “We know the languages mainly in written forms“ (Saussure 2002: 34) and indeed, even in the native language the intermediate link (member) of cognition is mainly the written source which we otherwise call the textbooks. This very basic knowledge starts a practical and active usage of the language which should be realized both in the domestic, household, professional and social-cultural spheres.

It can also be argued that the synthesized delivery of the Georgian language and subject specific material from the point of view of teaching has not had a rich experience until the present. The lack of textbooks set up significant obstacles to the proper development of the Georgian state, to its inner communication space and, generally, to its educational system. In order to solve this problem at the state level it was decided to make an unavoidable move and create practical textbooks. Among these is “The Georgian language – Law” [Marginal level B1+]. In the process of work our main goal was to create the linguistic (lingual) basis necessary for the functioning of the professional activities for non-Georgian citizens if s/he aims at starting work in a specific sphere. The above-mentioned course will increase the intellectual-communicative potential, professional motivation and, which is also important, the organic and emotional attitude towards the state language.

Since any type of teaching is a controlled and simultaneously independent process, in the sectoral textbook it is particularly important that the material be delivered correctly, at both linguistic-communicative and professional levels. The well-approved method of construction of the basis of the International four-component method of the target language (1- text [lexis]; 2. Perception of the text, 3. Listening, 4. Writing) did not need any modification. Consequently, the textbook created by us follows a general methodical approach and our position and individualism is revealed in the process of breaking the language material into segments of the Georgian language.

Due to the fact that the target groups of the students are selected mainly from the adult citizens in the intralinguistic space and they should be prepared for the professional education, this textbook was compiled mainly for practical and educational purposes and the third aim -educational was put in the background which is very important for the manuals of other kinds (e.g. general educational).

Now let us speak more specifically about the structure and format of the manual. It consists of eight chapters from which 6 are considered to be main chapters (I, II, III, V, VI, VII) whereas the remaining = two are summarizing (IV and VIII). We consider that it is better to build up our discussion according to those main components which set necessary conditions for mastering communicative or sectoral knowledge which are:

- The main text based on the professional topic and the subject content lexis.
- The topics to be used in the case of situational communication and interactions including the audio records.
- Additional texts – interesting and funny stories, thematic expressions.
- Topics for presentation.
- Topics for writing.
- Linguistic (grammatical and lexical) material, typical of the corresponding level which organically matches the supplied texts and is combined with the above –listed components.

Let us consider each of them separately:

**I.** The main professional (in our case, legal) text which we refer to as a “style” is of a documentary form. We believe that such a methodical approach is correct so as the learner, on the one hand, gets accustomed to working on the specific research text and on the other hand there appears to be a prospect for the pupil to create a professional document (a small text) independently.

Communicative functioning of the language is performed by the so -called lexical units. A different situational context sometimes significantly alters their context or limits their application. As B.Pochkhua writes: “Behind the verbal context there is a real context, objective circumstances, situation. And in the end, this real context determines the capacity of fitting one word to another” (Pochkhua, B. 1974, 251).

Based on this remark of the scholar it is necessary to be careful when dealing with the teaching of the second language. Here the vocabulary should be taught according to the strictly defined order, frequency and topics of the subject matter. Due to this, in the process of working on the textbook the lexical (terminological) groups were selected from texts regarding Jurisprudence and in this process of explanation it was not possible to copy the material directly. For the methodical principle we relied on the means of adaptation (according to the limit level - B1+). As well as this, frequently new, relatively simple, laconic definitions were created by the authors.

**II.** The so called situational texts included in the textbook differ qualitatively from the lexical material of the main texts due to the fact that, according to traditional didactics, the texts developing language and professional skills should be delivered to the learner with some kind of sequence and systematic character. While organizing the material, the situational texts (dialogues) were built on the basis of the specificity of speech acts and differed from the main texts following official documentary style. In the textbook, compiled by us the separate lessons are accompanied by the 2 or 3 situational texts with various instructions, for instance: *[read the dialogue; read out the vocabulary characteristic for the Law, etc.]*.

While teaching the second language a distinguishable place is allotted to the methods referred to as intensive. Amongst them the most important at the lesson is the maximal activation of the listener on the basis of specially created tasks. Such kind of exercises, role-plays, games and audio records activate a hidden psychological mobilization of students and help them activate individual linguistic reserves, knowledge and overcome a communicative barrier. As indicated by M. Feler, saying and understanding is an individual creative process as the system of the language which is used while speaking is social and more or less standard (Feler, M. 1984, 13) and as for employing all possible means at the lesson by the teacher (as one of the methods of intensive teaching), was not reflected fully in the textbook and it depends on the intellectual level, creative capacity and abilities of the teacher; though it does not mean that the compiler of the textbook must not rely on the main frame which the teaching should follow.

**III.** The so called additional texts which are determined thematically and consist of interesting or funny, entertaining stories and expressions also deserve our attention. This component is of a cognitive character and, besides mastering of the language, it raises the interest to a particular professional text, makes the process of teaching entertaining and enriches the intellectual basis of the student. In the textbook well-known expressions of Georgian and foreign thinkers are used (Ilya Chavchavadze, Vaja Pshavela, Thomas Hobs, Benjamin Franklin, and others). In order to facilitate their understanding we included questions.

**IV.** In the textbook a presentation topic is specially introduced as one of the significant teaching segments for each subchapter. This component is not usually included into the International editions of ESP books written according to the recommendations of the European Union (Evan, V. 2011). However, we believe that presenting is an additional means of strengthening the skills of professional communication of the learner of the language. For instance, it is suffice to bring one example in order to illustrate how presenting on the problematic topic or situation can enhance the civic or professional dialogues: *Does the state of being drunk justify the committed crime? Or should all the citizens of Georgia know the Constitution of the country? Under*

the supervision of the teacher the learner of the language is given the opportunity to refine the already learned lexical material, correct the language errors and get ready for fulfilling the written homework.

V. The written homework makes it easier for the student to transpose into the written format all the skills of argumentation and communicating the attitudes obtained during the oral presentation. It also strengthens the knowledge received on the topic of the lesson and gives him/her a possibility to reveal independent abilities.

We will attract your attention to the ways and methods of delivering linguistic (grammatical and lexical) material determined by the level of the language competence. We'll start by stating that in a pedagogical practice visual aids have a universally acknowledged reputation of a reliable means. The Chekh scientist, founder of pedagogics, Ian Amos Komenski referred to it as the Golden rule of didactics (Komenski, I. 1957).

With the help of this method the process of teaching the language becomes effective especially when dealing with the fact of delivering grammar material on the communicative level. In this particular case linguistic definitions, normalized rules are not employed, however, the most significant value is attached to the principle of "parcelation" and showing the fact of application of this or that linguistic form on the communicative level, i.e. the example. While writing the textbook we relied on several kinds of visualization. These are: 1. Sketches, photos; 2. Graphical tables, schemes; 3. Verbal boards on which verbal facts taken as a sample are allocated or phenomena connected with the topic in question delivered to the students in a narrow context (sometimes as a sentence).

From the named visual aids, sketches and photos usually precede the main text and create a favourable psychological disposition (Uznadze, 1994). In addition, the questions which accompany the visual aids, reveal the so called "gnostic capacity", and the latter implies the analysis of the specific topic and as well as in other instances presents the opportunity of activation of individual abilities.

The construction of graphical tables and schemes on which the grammar material of the Georgian language was to be presented was of great importance as the agglutinative nature of this language made the task difficult. In this case the only solution was the use of a systematic, methodological approach and stipulation of the linguistic tradition already tested in other textbooks of the Georgian language. Therefore, we tried to observe the arrangement of the linguistic data or grammatical facts (for instance, noun-verb-syntactic structure). However, direct use of the discussed linguistic material would overload the texts with special terms and difficult grammar definitions. Therefore, grammatical facts were arranged as organically connected with texts. In other words, a corresponding coordination system was created between a specific text and a grammar board. In many cases invariants of the form were also presented. We believe that boards were created based on our approach to the problem, for instance, when working on the problem of prepositions, the so called "parenthe of structure).

It should also be noted that in Georgian linguistic literature there are no definitions, which would teach a Georgian student, or a non-Georgian learner, the use of the parenthesis. From this point of view this segment of the text book is innovative and interesting from the point of view of the teaching of communicative language.

The morphological markers of the Georgian language grammar presented both in the revision and in newly presented material were marked as red segments, based on general principles of parcelation and psychovisual concepts to attract the students' attention to them. The Appendix at the end of the textbook includes paradigmatic tables of the verbs and there were supplemented paradigmatic tables as well to be learned.

The verbal boards with sentences from texts or contexts are interesting as a means for activation of the passive material presented in the text.

Based on purposefulness of the comprehension of the read material a distinguished place is allotted not only to lexical definitions, but to processing of the lexical material of the text based on synonymic and antonymic vectors. Such linguistic operations make it easy to understand the read text and widen the scale of the linguistic knowledge. For this purpose pairs of synonyms and antonyms were placed on visual boards, after the main text in the subchapter of each chapter; However, in those cases when the semantic content of

synonymic pairs were defined by the context, we tried to differentiate them on the basis of specific examples, to make the communicative component stronger.

It should be indicated that we aimed at teaching phraseology and therefore, at the end of each chapter about 4 examples incorporated into the textual material, were arranged on special boards. There is no doubt that in this material ethno-cultural, in this case, psycholinguistic aspects of the Georgian ethnic group. Mastering of them increases the learner's competences and facilitates the degree of communication.

It is interesting to note the assignment given to the pupils-students in the accompanying workbook (it consists of 114 pages). This is one of the most important innovation. Each chapter of the workbook is accompanied by a small literary-situational text with the, instruction: "Read the text and fill in the blanks with the expressions". As one of the strategies of learning a specific language is getting acquainted with ethnic cultures. We tried to emphasize the Georgian character, situational issues or a moral image of the Georgian society.

Thus, practical determination of teaching of the language and the orientation on the result served as the basis for the necessary components of the text-book to build on. A proper design of the textbook determined the main direction, structure and the content of a book and a workbook. This ability implies presenting the material, giving homework and presents the possibility of individual development to review and generalize the gained knowledge.

This and other many methodologically calculated components serve as the basis of the 1 text book of the Georgian language which presents a number of characteristics of a language as a polyfunctional concept.

*Note:* The text-book "The Georgian language – Law" consists of 150 pages and is ready to be printed. The authors are D. Gotsiridze, I. Sanikidze, T. Sharabidze, G. Ugulava, and T. Tskhadaia. The book will be published by the Publishing House "Samshoblo"

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