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Teaching forms of language ethics to non-Georgian speakers (within the 1+4 program)

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ABSTRACT

Learning a language is improbable without taking into account the socio-cultural context, and etiquette is an integral part of the society's culture, which is manifested in the language along with other factors.

When teaching the means of expressing etiquette, we think that the language learner should first understand that the euphemism of speech in the Georgian language is realized in different ways: through a grammatical morpheme, syntactic means, lexical substitution, and intonation.

At the early level of language competence (A1-A2), the learner should know about the pronoun 'tkven' (you) and the second function of the plural ending -t (**shen khar** (you are) – **tkven khar** (you are) (polite), as well as about the verb substitute forms (**brdzandebit** (you are (polite), **dabrdzandit** (sit down (polite), **mobrdzandit** (come in (polite), **miirtvit** (help yourself)...).

At the next levels of language learning (B1-B2), we gradually move on to the replacement of the lexical form and introduce the diversity of verb euphemisms in the Georgian language (saying, commanding, reporting, etc., for example, in the phrases required when drawing up official documents.

The language learner should also know that the manner or intonation of pronouncing words/sentences has the function of semantic differentiation: an etiquette form pronounced with a different intonation may contain nuances of irony and mockery instead of politeness. A B2 level learner should be able to perceive syntactic forms when: a) a sentence expresses euphemism; b) euphemism is expressed by a collocation (for example, forms of address, subjunctive mood, etiquette interjections, so-called "compensating words and phrases" used to construct the text...).

The report will discuss the methods of teaching the mentioned language units using both existing and new resources and means.

Keywords: *euphemism, politeness, etiquette, Georgian as a second language.*

Purpose: The purpose of the work is to introduce specialists to different methods and techniques, which will make it easier for the learner to study and understand the linguistic units of etiquette and use them in the relevant communication situation, as well as to determine which segment of etiquette units is desirable to know for a specific level of language competence.

I. Introduction

Learning a language is improbable without taking into account the socio-cultural context, and etiquette is an integral part of the society's culture, which is manifested in the language along with other factors.

To adapt to the real communication environment when teaching Georgian to non-Georgian speakers, it is important to consider the expressive forms of language ethics - euphemisms/polite expressions, which are abundant in Georgian. Their existence in the language is determined by culture, tradition, taboo and other factors. In order not to raise a comprehension problem as a barrier in real communication, the learner must know the meaning of the mentioned language units and use them following the communication situation.

II. Research methods: the methods of situational analysis and direct observation were used in the research, as well as the methods of teaching the mentioned language units using both existing and new resources and means.

III. Discussion

When teaching the means of expressing etiquette, we think that the language learner should first understand that the euphemism of speech in the Georgian language is realized in different ways: **through a grammatical morpheme, syntactic means, lexical substitution, and intonation.**

When talking about etiquette forms, first of all, we have to explain several contexts to the language learner, namely:

1. **Cultural Context:** Euphemisms often express cultural values and taboos. People of different cultures may use euphemisms differently. What is said covertly in one language, may be said directly in another language, just as certain behavior expressing etiquette may be perceived differently by a person from a different culture.

For example, we can mention the phrase „**kudi moukhada**” (‘he took off his hat’) that is, he showed respect to someone or something. With real communication experience, it can be said that this etiquette behavior or phrase does not have the same meaning for Azerbaijani speakers, and it needs to be explained

to them that it is an accepted gesture of respect in Georgian.

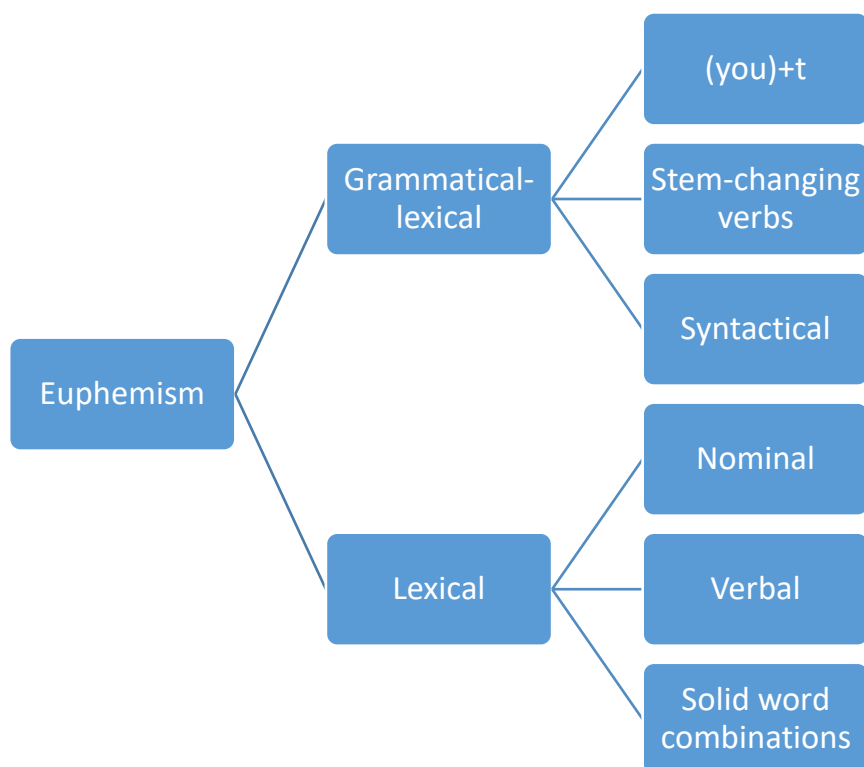
2. Common euphemisms: At the initial level, the learner should be introduced to some common euphemisms in the target language that are widely used and found in everyday conversations, such as euphemisms for death, and expressions related to personal needs and health. We should use examples to make sure that students understand the terms these euphemisms replace.

3. Act out real situations/role plays: We should incorporate euphemisms into real scenarios and dialogues. For example, create role-playing exercises or provide appropriate dialogues where euphemisms occur. This helps students see how and when to use them. They may be given the task of making comics using euphemistic phrases. For this, we can introduce a resource, for example, <https://www.pixton.com> where they can make comics themselves.

- Unfortunately, he **has not been with us** for two years.
- He **is not with us** today, but he will definitely come tomorrow.

4. Classifying euphemisms: Organizing euphemisms into categories (e.g., health, death, parts of the body..) will help us teach students in an organized manner, and they will remember and use them appropriately, too.

Table #1.



As can be seen from the diagram, the grammatical-lexical category includes morphological euphemism (in the verb with the pronoun **you** expressed by-**t** ending or without it). Grammatical-lexical are stem-

changing verbs and syntactic euphemistic substitutions. The lexical category includes nominal (noun, adjective, numeral and pronoun) and verbal euphemisms, as well as solid word combinations.

5. **Levels of politeness:** We should explain that there are different degrees of politeness depending on the context, status and relationship between the speakers. In the teaching process, we can include movies, news articles, and literature that contain euphemisms. Analyze these materials together, discussing how euphemisms are used in different contexts.

6. **Homework:** Assign exercises that involve identifying euphemisms in texts, making up sentences using euphemisms, or finding euphemisms related to specific topics. Interactive activities such as crosswords, word searches or flash cards will be interesting. These activities can make the process fun and memorable.

At an early level of language competence (A1-A2), the learner should know about the pronoun '**tkven**' (you) and the second function of the plural ending **-t** (**shen khar** (you are) – **tkven khart** (you are) (polite), as well as about the verb substitute forms (**brdzandebit** (you are (polite), **dabrdzandit** (sit down (polite), **mobrdzandit** (come in (polite), **miirtvit** (help yourself)...).

At the next levels of language learning (B1-B2), we gradually move on to the replacement of the lexical form and introduce the diversity of verb euphemisms in the Georgian language (saying **-brdzaneba**, **mokhseneba**, etc., for example, in the phrases required when drawing up official documents: **mogakhsenebt rom** – We will report to you that..) giving-bodzeba, fetching-**mortmeva**, **khleba**...), the emergence of which is conditioned by different motives.

For example, the semantic area of the root – **brdzan** is very wide. The learner should know:

Tkvi-tkvit-brdzanet (Say) (phrases: **ras brdzanebt!** (What are you saying!) **Brdzanet, tu sheizleba** (Say, please), **modi-modit-mobrdzandit** (Come in), **dajeki-dajekit-dabrdzandit** (Sit down), **khar-khart-brdzandebit** (You are).

Mitana-mitsema-mirtmeva (Giving)...

The verb '**khleba**' means '**being near**', '**coming near**', while at the level of the language ethics it means – **to be** (**gakhlavar**), **geakhlebi** and a similar verb, which expresses **eating** – **giakhlebi** (**I am eating**).

As a result of the exercises and the review of the relevant adapted texts, the learner should be able to use the noun substitutes (related to parts of the human body, behavior, physical, mental handicap, and illness...).

The language learner should also know that the manner or intonation of pronouncing words/sentences has the function of semantic differentiation: an etiquette form pronounced with a different intonation may contain nuances of irony and mockery instead of politeness (eg: **kargad vitsit ra vazhkatsits brdzandeba!** We

know very well what a brave man he is!).

A B2 level learner should be able to perceive syntactic forms when: a) a sentence expresses euphemism (He is no longer with us; He cannot see well...); b) euphemism is expressed by a collocation (for example, forms of address, subjunctive mood, etiquette interjections, the so-called “compensating words and phrases” used to construct a text...).

From the forms of address, in addition to **batono** (Mr.) and **kalbatono** (Mrs.), we should introduce the polite forms address required for public speaking: **dzvirfaso megobrebo, batonebo da kalbatonebo, pativtsemulo sazogadoebav...**(Dear friends, ladies and gentlemen, esteemed society...)

The so-called “compensating words and phrases” used to construct the text...

- Don't get me wrong, but...
- I have to apologize to you, but
- I'm sorry to have to tell you about this, but
- Forgive me for this awkward expression...

Nominal euphemisms: **brma -usinatlo** (blind), **mkvdari – mitsvalebuli** (dead), **kubo – sasakhle** (coffin), **gveli – ukhsenebeli** (snake), **orsuli -fekhmdzime-bavshvs elodeba** – (pregnant)... differ from each other in stylistic nuances, for example, neutral – **mokvda** (died), modest/euphemistic – **gardaitsvala** (deceased) - magniloquent – ‘**sitsotskkhles gamoesalma**’ (‘left life’), expressing regret – ‘**mze daubnelda**’ (‘the sun darkened for him’), indifferent – ‘**tkveni tchiri tsaigho**’ (‘he took away your grief’) (Jorbenadze 1997: 75), dysphemistic – ‘**chadzaghlda**’ (‘he dropped dead’), ironic – ‘**gavida gaghma marilze**’ (‘went to the other side for salt’), slang – ‘**gasaghda**’ (‘he was blown away’).

The learner should be able to understand both polite and dysphemistic verb units, for example: **mosvla** (neutral) - **mobrdzaneba** (polite) - **motreva** (dysphemistic) -(to come). **Dajdoma – dabrdzaneba - dagdeba** (to sit down)... It should also be also be noted that the suffix **-t** added to verbs with such negative semantics cannot perform the function of politeness, because the verb form itself carries a dysphemistic meaning (**daegdet**, (sit down), **moketet...** (shut up)).

We also need to explain to the learners the function of **the subjunctive mood**, which softens the statement and gives it less categoricalness: **Could you help me, could you show me...** These forms are less categorical than **"Help me!" "Show me!"**

In addition to the lecture process, they attend meetings and events, listen to TV programs and shows in Georgian, watch movies, correspond with friends, etc.

We should remember that teaching euphemisms is not only about knowing the language, but it is also a means of effective communication. Language practice is essential so that learners can gradually become

more fluent and natural in the second language using euphemisms and become more communicative to successfully adapt to real communication environments.

IV. Conclusions. Based on the analysis of the material, it can be concluded that at different levels of language learning, it is necessary to introduce the learners to specific words and phrases of etiquette (for example, forms of address, subjunctive mood, etiquette interjections, the so-called "compensating words and phrases"...) for the speaker to be able to adapt to the real communication environment successfully.

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