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Georgian Aviation Terminology in the Multilingual Spectrum

ABSTRACT

Georgian aviation has a long history of development and, therefore, related terminological activities have been under way for that period. A number of glossaries of terms have been appeared since then, particularly, the one published in 2002, which lain the foundation for subsequent terminological endeavors like *A Learner's English-Georgian Picture Glossary of Aviation Terms*.

The aimed at solving a number of problems in the domain of aviation, primarily, to bring together terms used in the educational process. It is notable that the new glossary will feature more recent illustrations, and new data will be compared with their earlier counterparts.

In the Soviet period, aviation terms were translated predominantly from Russian. The new glossary will be bilingual (English-Georgian) and new Georgian terms will be tailored in accordance with their English equivalents.

One of the advantages of the glossary is that illustrations will be presented thematically featuring principal terminological items as they are attested in various lexicographic sources and aviation documentation. It is noteworthy that the image bank of EASA training modules was officially purchased for the creation of the glossary, since aviation universities all over the world, including those in Georgia, use EASA training modules for their teaching activities.

The abounding data of aviation terms, included in the picture glossary, will be added to the Term Bank which have been developed at Arnold Chokobava Institute of Linguistics, TSU, in 2014. Previously published glossaries are already included in the Term Bank.

A Learner's English-Georgian Picture Glossary of Aviation Terms should appear in print. It will be a significant resource both for professionals in the field and for students.

The glossary will greatly contribute to fostering, development, full-fledged functioning of Georgian terms of aviation in the multilingual spectrum.

Keywords: *aviation terminology; Georgian; glossary*

Introduction

In our days, the industry of aviation develops at a very rapid pace. Twenty years have passed since the publication of the most recent Georgian glossary of aviation terms, and, obviously enough, following new notions, the period saw the emergence of new terms, most of them being adopted in

Georgian either without any translation or translated inadequately, as far as the process is entirely up to translators. Each translator adopts a term in his/her own way: either as a calque, that is, a loan translation, or without any translation when different transliteration conventions are applied.

Some years ago, Georgia joined the common European aviation area with its rigorous regulations and guidelines with documentations of various profiles from the European Aviation Safety Agency (EASA), normally provided in English. It is English that has become an official lingua franca for a number of industries and, of course, for aviation as well, its activities being of a very large-scale. Hence, it is necessary to establish adequate and coherent equivalents in Georgian for new technical and operational terms occurring in the documents. It was owing to the introduction of the new requirements that necessitated the compilation of an updated glossary of aviation terms.

In a long-term perspective, project-related studies will lay the foundations for Georgian aviation terms to gradually gain circulation at Georgia's aviation-related organizations, aviation education institutions, aviation-related designing and industrial enterprises, Georgian Civil Aviation Agency and its subordinate bodies, Georgia's international and local airports, and Georgian public at large.

The strength of a country's economy has been basically linked to aviation, one of the most important infrastructural branches. The branch comprises industry at large. Its development in Georgia began since the past century; however, the branch made a particular leap in our days, in the 21st century, and this is not surprising because the rapid speed of technological advancement requires all industries to keep up with the common trend.

The full-fledged operation of any industry, including aviation, has been essentially associated with scientific investigations for which the systematization and normalization of terminology are basic. Hence, a major aspect of a state language strategy is the standardization and normalization of terms, being tremendously significant for the usage of a language in its entirety. The creation of normalized, that is coordinated, scientifically elaborated terminology, adequate for Georgian, is basic for undertaking research and education activities in a coherent way (Muzashvili, 2014). Presently, a number of industries and fields found themselves facing new challenges. Following the collapse of the Soviet system, when independent post-Soviet states emerged, and Georgia too became a sovereign country, a natural pre-condition for the country's independence was to refine its own terminology. It is common knowledge that, in the Soviet period, terms were predominantly borrowed from Russian which was a lingua franca. The country's independence changed pathways of its development in a number of ways. Presently, Georgia communicates and collaborates with many countries; hence, collaboration primarily implies linguistic communication. The language of collaborative communication is English which has comprised the metalanguage of science and the terminological

system. This is the new challenge to be coped with by all the fields of science and, particularly, aviation, as far as this is a domain whereby the environment and communications, on which it rests, undergo more rapid changes. It was back in the past century when the terminology of aviation was concerned initially. In 1992, when the Aviation Education and Scientific Institute was established, it became a center which recruited faculty members, theoreticians of aviation and technology, and celebrated practitioners. Alongside the scholars' distinguished scientific and education activities, their terminological endeavors have been particularly significant. In was in 2002 when they compiled such a noteworthy oeuvre as *English-Russian-Georgian Explanatory Dictionary of Aviation*. It was the first glossary in the field with English terms, as far as there already was a need for the use of English. The development of aviation terminology was necessary for a better conduct of education and scientific activities; however, following the compilation of the glossary, a plenty of significant advances took place in aviation. That was why scholars of the Georgian Aviation University decided to compile *A Learner's English-Georgian Picture Glossary of Aviation Terms* and obtained funding. Aviation experts always jointly undertook both practical and theoretical activities associated with the coinage of terms. In the process of compiling the glossaries, they considered such key issues of terminology as synonymy and adaptation of foreign words (Muzashvili, 2015; Osadze, 2016).

The renowned Aviation Factory has designed and manufactured aircrafts for many years in Georgia; all paperwork was conducted only in Russian. After the proclamation of independence of Georgia, the factory was split into several entities of similar profiles but of distinct legal statuses, and it was necessary to keep records in the state language, that is, Georgian; its implementation faced certain linguistic problems owing to the lack of complete terminology of aviation. The development and improvement of the terminology of aviation is still of current interest. Besides, presently in Georgia, there are three international and several local airports whose operation is supervised by the Georgian Civil Aviation Agency. It is a member of the International Civil Aviation Organization (ICAO) and operates in accordance with its various guidelines composed in English. It is necessary to establish Georgian equivalents of novel technical and application terms used and occurring in these documents. In order to accomplish the goal, related theoretical aspects should be considered as well (Dateshidze & Osadze, 2014; Muzashvili, 2018; Dateshidze er al., 2023).

In Georgia, Georgian Aviation University us in need of the Georgian aviation terminology in its activities. Currently, the institutions make use of *English-Russian-Georgian Explanatory Dictionary of Aviation*, published in 2002, which need to be revised, updated and supplemented with new terms (Dateshidze & Osadze, 2014; Dateshidze & Osadze, 2016). Twenty years have passed since the publication of the first Georgian glossary of terms in the domain of aviation, and, for that period,

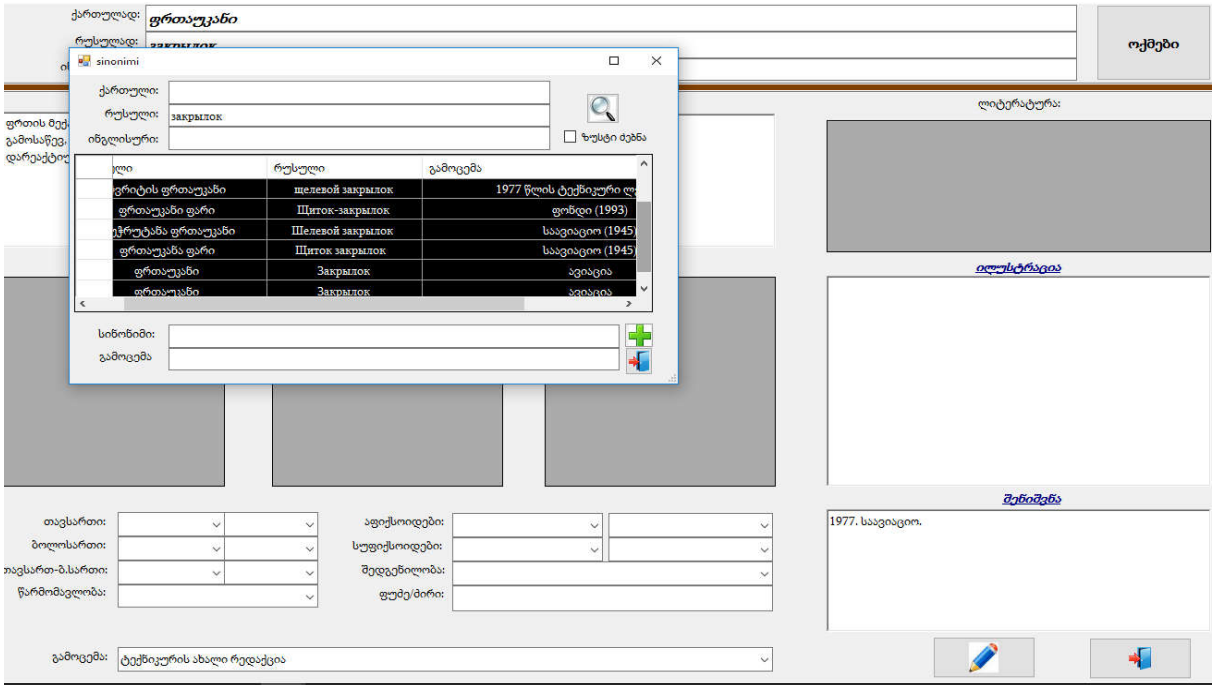
new notions and terms have obviously emerged in the industry of aviation, most of which, due to the lack an updated glossary of terms, are adopted in Georgian without any translation; moreover, they are adopted in various forms as far as the process in question, that is, adoption of terms, has recently been up to translators almost exclusively. Each translator adopts a term in his/her own way: either as a calque, that is, a loan translation, or without any translation when different transliteration conventions are applied. Naturally enough, it is necessary to establish precise equivalents of notions and terms. This endeavor requires planned, coordinated and joint work by domain experts and linguists. The project provides an excellent opportunity to achieve the goal. the problem in point can in no way to be solved only by means of such a glossary; however, publication of a well-coordinated picture glossary of established major terms will considerably promote advancement of the Georgian terminology of aviation and, in the future, compilation of a more comprehensive and complete glossary which will be well-ordered lexicographically to incorporate all the items currently evidenced in various glossaries and aviation documentation; each term will be labeled appropriately: **barbarism**, **historical synonym**, or **incorrect form**. Each of them will be referenced (*see*) to a normalized form. Alongside the elicitation and study of terminological diversity, the activities include to establish Georgian-English equivalences of terms and notions which is extremely important in order to compile an up-to-date glossary.

The planned, well-ordered and coordinated solution of the two important problems, in which aviation domain experts and terminologists take part jointly, is a significant step forward for the full-fledged improvement of the Georgian terminology of aviation. The project "A Learner's English-Georgian Glossary of Aviation Terms" will also be favorable for a general public as far as the glossary will include basic terms used **not only** by domain experts but also occurring everywhere: dubbing films, fiction, translation, and colloquial speech. It should also be noted that entries will include illustrations.

The project applies the research methodology completely complying with the research aims and objectives that condition expected outcomes. It is noteworthy that research fellows of the Department of Bilingual Dictionaries and Scientific Terminology, Arnold Chikobava Institute of Linguistics, TSU, participate in the project; it also envisages to apply data of the major endeavor of the Department – the Georgian Term Bank having incorporated the data from the three formerly published glossaries of aviation. Based on such a foundation, it is easy to identify issues for discussion. Terminology work, coordinated with linguists, is not an unaccustommed activity for Georgian aviation circles; this is how the three Georgian glossaries of aviation were compiled. Recent years saw the emergence of a diversity of terms; several terms occur to refer to one and the same notion. This ought to be solved by all means. The problem has also been concerned by the Department of Bilingual

Dictionaries and Scientific Terminology, Arnold Chikobava Institute of Linguistics, TSU. Since 2014, thw Institute has been engaged in developing a common terminological database accumulating Georgian paper glossaries of terms; alongside glossaries of other domains, the Georgian Term Bank has already incorporated the Georgian glossaries of aviation terms: *A Glossary of Aviation Terms*, compiled by the Terminology Commission of Tbilisi Technical College of Aviation, edited by V. Beridze. Tbilisi: Acad. N. Marr Institute, Tbilisi Technical College of Aviation, 1945; *English-Russian-Georgian Explanatory Dictionary of Aviation*. Arnold Chikobava Institute of Linguistics, Education and Scientific Institute of Aviation of Georgian Technical University. Tbilisi, 2002. Five editions of *A Glossary of Technical Terms* and paper glossaries of other domains, incorporated in the Term Bank, enable to have an easy and quick access to information about which terms refer to which notion, whether there is synonymy or there is a single equivalent in all the editions. Based on the Georgian Term Bank, the development of *A Georgian Glossary of Multi-domain Terms* has been initiated; the editing work is done according to thematic data. This research novelty enables us to make decisions more quickly and agree on a single equivalent term for a single notion. The thematic division of terminological data and their individual analyses is an excellent background for their overall study and scrutiny.

Fig. 1. Georgian Term Bank



As we see, the system presents several equivalents for a single term from various editions; they are: *Technical Terminology* of 1977, *Technical Terminology* of 1993 (this is an unpublished version compiled at the Institute of Linguistics), glossaries of aviation terms of 1945 and 2002. As the data

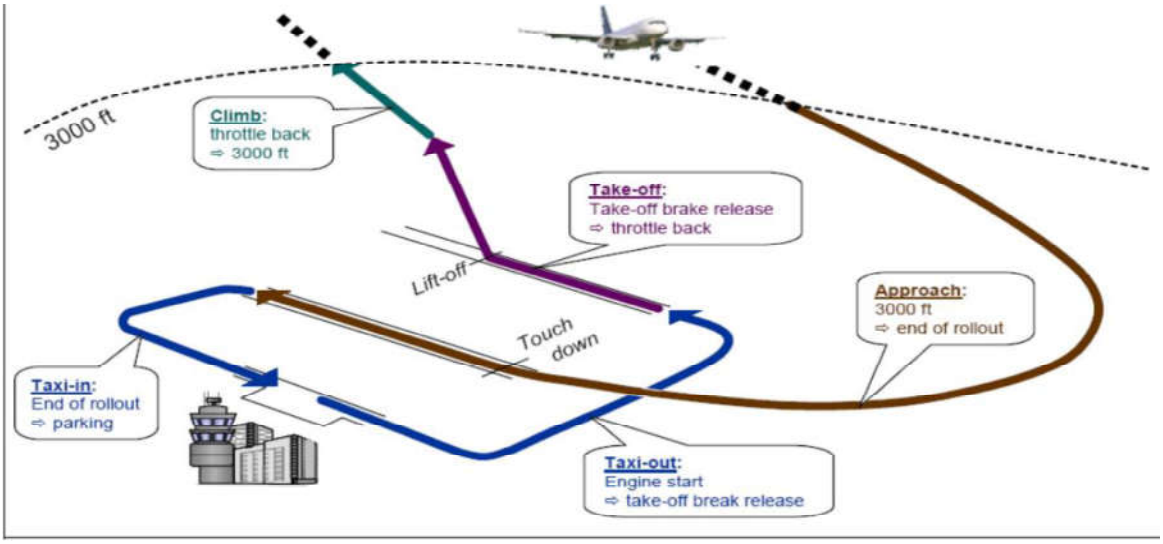
demonstrate, one glossary uses two different forms to refer to 'a flap': ფრთაუკანი /prtauk'ani/ and ფრთაუკანა /prtauk'ana/. It is clear that only one of the two forms should be chosen. Processing editorial data **is made easier** by **using the database** of the Term Bank, **makes it simpler** to check a term in all editions, and controversial issues are easily identified. Hence, in order to compile a glossary, we apply a familiar lexicographic, terminological method; we discuss terms and, in collaboration with linguists, establish their spelling and notional equivalences. In our activities, we consider European terminological know-how, terminological standards.

Outcomes of our research will be published in the web pages of the Georgian Term Bank developed by the Georgian Aviation University and Arnold Chikobava Institute of Linguistics. It **will become** available for common use in all kinds of documentation, textbooks, record keeping in Georgian as a state language.

The research outcomes will eliminate the current diversity of terms in the domain of aviation. Illustrations for the terms in the glossary will be used in teaching/learning processes at the Georgian Aviation University and other education institutions training would-be **pilots, engineers and other men in the field**, to enable them to master the appropriate Georgian terminology; besides, access to the aforementioned resource will facilitate protection, advancement and full-fledged use and promotion of the state language at aviation industry **enterprises** and airlines in Georgia.

One of the examples highlighting that the Georgian aviation terminology needs serious study and elaboration is a standard landing and take-off cycle (LTO - Landing and Take-off Cycle), developed and defined by ICAO in order to unify the landing and take-off process (below 3,000 feet, that is, 915 m, above ground level, and at ground level – on the airfield surface), comprising the following operations (see Figure 2):

Fig. 2. Standard landing and take-off cycle (LTO - Landing and Take-off Cycle)



Approach – movement of an aircraft in the air from entering the airport area till touching the runway; it lasts 4 minutes.

Taxi-in – movement of an aircraft from landing in the airfield till stopping; it lasts 26 minutes.

Taxi-out – movement of an aircraft with the main engines turned on between the terminal ground equipment to the assigned runway; it lasts 0.7 minutes.

Take-off – a phase of flight during which an aircraft goes through a transition from moving along the ground to flying in their air, usually from a runway.

Climb-out – a phase of flight during which an aircraft climbs to a predetermined altitude after take-off; it lasts 2.2 minutes.

Georgian equivalents of the aforementioned English terms are not presented in a complete way in English-Georgian and Russian-Georgian glossaries of aviation terms (Tepnadze et al., 2002). The situation is better in English-Russian glossaries of aviation (Dvali & Gambashidze, 1989).

Below we present a table featuring English, French and Russian terms for the operations included in a standard landing and take-off cycle; in addition, there are their Georgian equivalents gleaned from Georgian glossaries. As it is seen from the table, corresponding Georgian terms have to be established and adjusted. We also suggest Georgian equivalents of the terms.

Table 1. Terms for operations in an aircraft's standard landing and take-off cycle

English	**French**	**Russian**	**Dvali & Gambashidze, 1989**	**Tepnadze et al., 2002**	**Beriashvili, 2001**	**შემოთავაზება**
Approach (4 min)	Approche	Заход на посадку	Заход на посадку	It occurs only in illustrations: (Fig. 115) - *აეროდრომთან მისასვლელი;* (Fig. 117) - *დასაფრენად შემოსვლა*	*დასაფრენად შესვლა*	**დასაფრენად შესვლა**
Taxi-in (26 min)	Roulage	Руление после посадки	Руление, рулить /режим малого газа; заруливать (на стоянку)	It does not occur in the text; it occurs only in an illustration (Fig. 115): Taxi portion - *გასწორების მონაკვეთი*	*სვლა, მოძრაობა, მიმოსვლა*;*	**მიმოსვლა დაფრენის შემდეგ**
"Taxi-out" or "Idle" (0.7 min)	Roulage	Руление перед взлетом	Руление, рулить /режим малого газа;	It does not occur in the text; it occurs only in an illustration (Fig. 115): Taxi portion -	*სვლა, მოძრაობა, მიმოსვლა*;*	**მომოსვლა აფრენამდე**

			выруливать (со стоянки)	*გასწორების მონაკვეთი*		
Take-off (0.7 min)	Decollege	Взлет	Взлет; отрыв от земли	**In the text**: ???*აფრენა*; in an illustration as well: (Fig. 122)-*აფრენა*	*აფრენა*	**აფრენა**
Climb-out (2.2 min)	Monte initiale	Набор высоты	Набор высоты, подъем	In the text: *სწრაფვალმავლობა;* in the illustration: (Fig. 122) - *სიმაღლის აღება.*	*სიმაღლის აღება*	**სიმაღლის აღება**

Conclusion

As a result of the study, we established up to 1500 aviation technical terms which were aligned with the coherent illustrations, developed during the project, an electronic version of a glossary of aviation was designed, and its paper version (100 copies) will be published in late 2023. The copies of the glossary will be delivered to aviation-related organizations. Meanwhile, the Georgian Aviation University, as well as various organizations within the domain, will actively use the glossary in their academic activities, thus facilitating high-level training of would-be pilots by means of the coherent technical terminology and usage of adequate terms in practice.

Acknowledgment

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Zaal Kikvidze

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A whole cloud of history, culture and society and a drop of semantics: A reversible binomial as a form of address in Georgian

ABSTRACT

The paper is an attempt to reflect on various aspects of a reversible binomial form of address, a Georgian equivalent of the English formula for addressing an audience *Ladies and Gentlemen*. The discussions of its constituent terms within the system of Georgian forms of address, of their etymology and semantic development, of some aspects related to its combinability with other terms lay a foundation for establishing explications of both its individual constituent terms and the reversible binomial form of address (including its both feminine-first and masculine-first variants, the ordering principles of which hardly pertaining to a speaker's gender preferences) based on the Natural Semantic Metalanguage approach. All of these aspects of the investigation facilitate identification of various, normally both language- and culture-specific peculiarities of the form and terms in point.

Keywords*: forms of address; Georgian; reversible binomial; gender; Natural Semantic Metalanguage*

Introduction

In the present paper I aim to discuss some address-related problems in language and society. To state that address is how we refer to our collocutor(s) is to say just a little about this rather complex and diverse phenomenon, regularly manifesting a number of language- and culture-specific properties. This is due to the fact that address is a locus whereby language and culture come together. I will specifically deal with a binomial form of address, a Georgian equivalent of *Ladies and Gentlemen*. A binomial is understood as a stable collocation, consisting of a pair (sometimes a set) of words pertaining to the same part of speech and connected by some link like *and*. The English formula for addressing an audience *Ladies and Gentlemen* is an irreversible, that is, a fixed binomial form of address because it occurs only in this ordering pattern in present-day English. In the literature, its ordering has mostly been observed with respect to gender-related preferences:

> *But naming practices are social practices and symbolic of an order in which men come first, as can be seen in the conventions followed in expressions going back to Adam and Eve, such as man and woman (wife), husband and wife, boys and girls, etc. (a notable exception being ladies and gentlemen). Women are the second sex (Romaine, 2000, p. 105).*

The collocation in question has also sometimes been discussed with respect to ordering preferences in binomials at large:

> *While some binomials like linguistics and anthropology are observed in both orders, native speakers often exhibit a preference for a particular order of the two conjoined elements of the binomial even though the two orders have the same semantics. This means that the phrase ladies and gentlemen is preferred over the semantically equivalent gentlemen and ladies and this preference can be attested by a higher corpus frequency of the former phrase. In some cases, the preference is so strong that the binomials are considered irreversible (Kumar, 2012, pp. 1-2).*

Another framework within which the binomial has been considered is its change in reversibility, and it "is probably the most noticeable of all, namely a reversal in the preferred order" (Mollin, 2013, p. 175); as the author goes on to say, "address terms in Chaucer's texts mention *gentil men* before *ladies*, while in the modern address formula the female term precedes the male" (ibid.). Therefore, *Ladies and gentlemen* can be treated as reversible only within a diachronic process and not at the present synchronic stage.

Now we should have a look at the Georgian equivalent of *Ladies and gentlemen* which is as follows:

(1) *kalbat'on.eb.o da bat'on.eb.o*
lady.PL.VOC and gentleman.PL.VOC

What is specific about the formula in question? The ordering pattern is the same as in English and the majority of European (and not only European) languages. Is it about the vocative case? Certainly, not; it has been common in a number of languages all over the world (see, for instance, Sonnenhauser & Noel Aziz Hanna, 2013). Actually, the most specific feature about the form is that it occurs in a reverse ordering pattern as well:

(2) *bat'on.eb.o da kalbat'on.eb.o*
gentleman.PL.VOC and lady.PL.VOC

In order to describe and account for this peculiar form of address, I will initially provide an overview of the Georgian system of forms of address, proceeding with a discussion of the etymology and semantic development of the constituent terms of the form in point, and finalizing with their semantic analyses based on the Natural Semantic Metalanguage approach.

1. The Georgian system of forms of address

As in most languages, the Georgian system of forms of address concentrates on items pertaining to the following word classes: 1. pronoun, 2. verb, 3. noun. It goes without saying that all the classes are interconnected in one way or another; however, items pertaining to the first two ones are not just interconnected but rather intertwined syntactically. The pronominal terms of address in Georgian

correspond to the common division between T and V pronouns; thus, there are *šen* (1st person singular pronoun) used as familiar form of address for a single addressee and *tkven* (2nd person plural) used as a familiar form of address for multiple addressees and as a polite form for one or more. Hence, *šen* is a T pronoun and *tkven* is a V pronoun. As already stated above, pronominal and verb forms of address are closely connected, and this is common practice in all languages, nothing to say about Georgian as a morphologically rich one. One of the manifestations of this kind of richness is its highly inflected verbal morphology including polypersonalism; hence, it is a pro-drop language whereby a single verb form can render the person and number of both the subject and the object. Therefore, whenever T and V forms of address are dealt with in Georgian, we should mention both pronouns and verbs. It is noteworthy that, morphologically, a plural form and a V form coincide: they both take on the suffix *-t*. However, these meanings can be distinguished at other levels; relevant rules have already been established in the literature:

> [I]f a nominal part of a VP is in singular, while a verb is marked with **-t**, we are here dealing with an honorific only. This is a clear-cut syntactic mechanism presenting the formal boundaries between the plural and honorific **-t**'s (Kikvidze & Tchantouria, 2003, p 54).

The examples cited are as follow:

(3) *tkven k'etil.i pirovneba.Ø.Ø x.ar.t*
you(HON) [a] kind.NOM person.NOM.SG 2.be.HON
'You are a kind person.'

(4) *tkven k'etil.i pirovneb.eb.i x.ar.t*
you(PL) kind.NOM person.PL.NOM 2.be.PL
'You are kind people.'

It goes without saying that no such rules are needed whenever a speech act includes a nominal term of address. The third and the most numerous and diverse class comprises nominal forms of address. This seems to be a certain linguistic universal, and Georgian is no exception to the rule; it has a whole array of nominal terms and forms of address (see Braun, 1988; Apridonidze, 1991). A remarkable peculiarity of Georgian nominal terms of address is that their overwhelming majority are marked in the vocative case taking on the suffix *-o* (its allomorphs being *-v* and *-Ø*). What makes it particularly noteworthy is the fact that, apart from common nouns, it is some proper nouns, adjectives, numerals, and even some pronouns that are also inflected for vocative when they are used in address (Boeder, 1985; Abuladze & Ludden, 2013).

As for the relationships between pronominal and verb forms of address, on the one hand, and nominal forms, on the other, they should be interpreted with respect to the notions of bound forms of address and free forms of address. Notably, the distinction between aforementioned terms of address "does not exactly correspond to the distinction of syntactically bound forms (integrated parts of sentences) and syntactically free forms (forms "outside" the sentence construction: preceding,

succeeding, or inserted into the sentence)" (Braun 1988: 11). It is certainly true that they may not "exactly" correspond to that distinction, although they definitely display the properties of syntactically free forms:

> *The position of vocative (or any other form of address) in a Georgian sentence is by no means determined: it may come at the beginning of a clause, at its end or in the middle of it, i.e. interpolated into various points of a clause. Vocatives in Georgian are typically separated from the rest of the clause by a break in the intonation, the so-called comma intonation, which means that they are isolated from other parts of the sentence; their reference is limited to the addressee. They occur with all types of clauses, and do not necessarily correspond to an argument (Abuladze & Ludden, 2013, p. 35).*

As for their position, they, of course, occur "outside" the sentence construction and have no syntactic relationship with respective pronominal and/or verb forms of address; however, there are regular alternations of pronominal and verb T/V forms, on the one hand, and of specific nominal forms, on the other, and it infers, as a result, that they are sociolinguistically bound (Kikvidze, 2015, pp. 200-201), that is, pronominal and verb T forms regularly co-occur with informal and neutral nominal forms of address, while pronominal and verb V forms regularly co-occur with formal and polite ones.

The aforementioned Georgian binomial form of address ((1), (2)) is one of the polite nominal collocations used to address an audience in formal situations. As it is readily observable even by a naked eye, its core element is the stem *baton*-. Its formal and semantic modifications, having taken place through time, are rather informative with respect to the point in case in the present paper. Therefore, in the following section I will dwell upon some of the aspects of its diachronic development.

2. Etymology and semantic development

It is of utmost significance to make it clear how it came to be the way it is in our days; its origin, formal and semantic modifications, and usage provide noteworthy evidence for shedding more light on its essence. I should initially make it clear that it is a lexical borrowing adopted from Latin. The loan is the word *patronus* "the protector, defender, patron of a body of clients; the patron or powerful friend at Rome of a state or city; a defender, advocate before a court of justice" (Marchant & Charles, 1953, p. 396). Hence, the primary question to be answered is the following: how *patron*- was transformed into *bat'on*-?

The answer should start by stating that the word in question seems to have also been borrowed by Megrelian (ISO 639-3: xmf), an unwritten sister language of Georgian; it is still present in Megrelian: *p'at'on-i* (Kajaia, 2002, p. 478).[1] Normally, the Romance and Germanic voiceless stops

[1] The word also occurs in the following forms: *p'at'ei, p'at'ini' p'at'əni* (ibid.).

spelled as *p, t, (c)k, c*, are rendered into the Kartvelian languages as respective voiceless ejectives: /p'/, /t'/, /k'/; hence, the ejectives in the Megrelian borrowing. As for the deletion of the /r/, it is due to the phonotactic incompatibility of the */t'r/ cluster in Megrelian. Thus, we have figured out how the Latin *patron(us)* came to be the Megrelian *p'at'oni*. This is the form which later was adopted by Georgian: the word is documented in *Georgian Lexicon* (compiled in 1685-1716) by Sulkhan-Saba Orbeliani (1884, p. 238). Incorporated into Georgian, the word underwent further phonetic modifications; as a result of dissimilative voicing of ejectives, a well-attested phonetic process in the Caucasian languages and Kartvelian among them (Gamkrelidze & Ivanov, 2010, p. 46), the /p'/ turned into the /b/; hence, *bat'on-i*. Thus, below I present the scenario of the aforementioned transformations:

patron- (lat) → *p'at'ron-* (xmf) → *p'at'on-* (xmf) → *p'at'on-* (geo) → *bat'on-* (geo)[2]

In the early period, starting from the c. 15th c., the word referred to a monarch, lord, feudal baron (Mikaberidze, 2007, p. 695) and normally occurred as part of royal and nobiliary titles: "It is interesting, too, that the title of Princes of Muxrani was *baton* (*muxran-baton*), an equivalent of the Palaeologan *δεσπότης*; and the early Kings of Kakhetia were likewise referred to by that title in some Georgian sources" (Toumanoff, 1951, p. 216). Thus, it was used as a title to refer to and address kings and princes (the meaning persists in present-day Georgian). Later, by the end of the 18th century, it gained currency as a generalized term of address, being initially used as a synonym of *upalo* (a previously widespread term) and gradually having ousted it, and eventually became a polite and generic (gender-inclusive) term used to refer to and to address superiors and strangers.

(5) *bat'on.i*
lord.NOM

(6) *bat'on.o*
lord.VOC

These meanings are still presented in dictionaries; for instance, "**1** lord, overlord, ruler, master, landowner: *didi* ~ senior lord: ~ *brʒandebit*! @ You're the boss, OK by me; *šen/tkven xar(t) čemi* ~ @ Know what I mean? **2** gentleman, mister: *bat'ono*! Sir!, Excuse me!, Sorry, what did you say?; *bat'onebo*! Ladies and gentlemen!" (Rayfield, 2006, p. 160).[3] It should be noted that in our days the word in Meaning 1 ("lord, overlord, ruler, master, landowner") occurs only either in historical texts or in fiction in which the plot takes place in a setting located in earlier times.

Normally combined with a collocutor's first name, the term was used to address both women and men:

(7) *bat'ono elisabed*

[2] It should be noted that the same Latin word was directly adapted in Georgian as a written borrowing (*p'at'ron.i*) and mostly retained its original meanings in the donor language: "**1** feudal lord, serfowner; seigneur; lord; master; **2** owner; **3** protector, patron, guardian (*to relatives, clients etc*)" (Rayfield, 2006, p. 1070).

[3] Cf. Tschenkéli (1960, p. 69): *bat'ono!* "mein Herr! (als Anrede; vgl. fr. "Monsieur!")" and *bat'onebo!* "meine Herren! meine Damen u. Herren! meine Herrschaften!"

(8) *bat'ono aleksandre*

Even under the Russian rule (both the tsarist and communist regimes) when the customary Russian pattern of address consisting of a person's given name and patronymic was forcibly imposed on speakers of Georgian, (6) *batono* and and its derivative terms demonstrated steadiness and preference; the FN+Patronymic pattern as a form of address was not natural in Georgian (Kaladze, 1984, pp. 317-318). As it was already demonstrated in the above cited dictionary entry, its pluralized form was also used as a term for addressing an audience (including a mixed-gender one):

(9) *bat'on.eb.o*

gentleman.PL.VOC

'Ladies and gentlemen!'

Thus, the term in question was used both individually and in combination with woman's and man's first name to address individual persons and, in its pluralized form, to address an audience; since it consists of only a single term, it is a monomial form of address.

3. The binomial form of address

In the period, when (5) *bat'on.i* was a nobiliary title, it had a feminine counterpart

(10) *kal-bat'on.i*

woman-lord.NOM

referring only to a serfowner's and/or a landowner's wife; hence, whenever it was used as a term of address, it by all means implied an addressee's marital status.

Later, at the turn of the 19th and 20th centuries, having lost its meaning of a noble-class title, it came into use as a gender-marked counterpart of (6) *bat'ono*; hence,

(11) *kalbat'on.o*

lady.VOC

'Madam!'

Subsequently, following the European tradition (Narsia, 2014, p. 93), the latter was used to form a widespread formula for addressing an audience:

(1) *kalbat'no.eb.o da bat'on.eb.o*

lady.PL.VOC and gentlemen.PL.VOC

'Ladies and gentlemen!'

As already mentioned, the form occurs in the reverse word order as well:

(2) *bat'no.eb.o da kalbat'on.eb.o*

gentleman.PL.VOC and lady.PL.VOC

'Ladies and gentlemen!'

Clearly enough, (1) and (2) are variants of a single binomial (consisting of two terms) form of address which is reversible.

Since the mixed-gender binomial displays both female-first and male-first preponderances, it should be emphasized that this is about female-before-male and male-before-female ordering patterns and not about preferences of and/or hierarchical relations between their referents, that is, by opting for either (1) or (2), an addressee does not demonstrate his/her gendered preferences, neither is it a linguistic representation of either females' or males' quantitative dominance within a target audience. However, is there any constraint that affects the ordering of the terms in this reversible binomial form of address? Given that both versions consist of the same constituents occurring in the same grammatical forms, one might assume it to have been caused by certain extralinguistic factors. Actually, the male-before-female pattern (2) displays the linear ordering determined by the Shorter-Precedes-the-Longer principle (as it has already been established for Georgian, the gradual rule for the ordering constraint implies that a preceding constituent consists of (a) "less syllables," (b) "less phonemes," etc. (Kikvidze, 2011)); *bat'onebo* has four syllables while *kalbat'onebo* has five. Therefore, the pattern in point (2) is more natural for Georgian owing to its prosodic structure.[4] On the other hand, the female-before-male pattern (1) seems not to comply with the aforementioned rule; it becomes possible owing to its compliance with the ordering in the western-like formulas like *Ladies and gentlemen*.

Of course, it is in no way insignificant to have a look at frequencies of their occurrence. For the sake of this, I mined the Georgian National Corpus (GNC) for both variants; the queries yielded the following data:

Table 1. (1) and (2) in GNC[5]

Binomial address form	Search results
(1) *kalbat'onebo da bat'onebo*	232
(2) *bat'onebo da kalbat'onebo*	138

As it is seen, the occurrences of the female-before-male pattern (1) clearly outnumber those of its male-before-female counterpart (2). This is due to the fact that the GNC is predominantly based on written sub-corpora. Therefore, in formal situations, particularly in written texts, authors normally display their awareness of and adherence to more ceremonial and allegedly more politically correct linguistic formulas; hence, (1). On the other hand, the male-before-female pattern (2) also occurs in formal settings, although it seems to happen when less control is imposed on a speaker's speech performance; hence, a prosodically regular pattern: (2) *bat'onebo da kalbat'onebo*.

Thus, the two ordering patterns of the binomial form of address have the same social force.

[4] There is a bright illustration of the rule (viz. Step 2) in the copulative compound containing both versions of the borrowing of the Latin word *patron-us*: *bat'on-p'at'ron.i* "boss, ruler, proprietor;" since the number of syllables is equal in the two stems, the initial position is taken by the constituent including five phonemes (*bat'on-*), being followed by the stem including six phonemes (*p'at'ron-*). The compound is not reversible.

[5] http://gnc.gov.ge/gnc/page (Accessed: 4 August, 2023).

Moreover, it is used as a full-fledged equivalent of the formulas for addressing an audience like *Ladies and gentlemen!*, *Mesdames et messieurs!*, *Signore i signori!*, etc. What I still have to find out is whether they and their constituent terms display that many commonalities with respect to their semantic properties.

4. Natural Semantic Metalanguage approach

A greater portion of research on address, at least in Georgian (alongside the above cited, see also Kiziria, 1963, Kaladze, 1984, Rukhadze, 2005, Rusieshvili, 2011, Levidze, 2019, Keser & Pachulia, 2021, among others), has been concentrated on discussions of address behavior rather than on semantic aspects of various terms and forms.[6] As it was already demonstrated earlier in the present paper, various historical and cultural circumstances have immensely contributed to the meanings of the terms and forms in point. Therefore, what I am going to attempt in this section is to 'paraphrase' meanings of the terms and forms under examination into Natural Semantic Metalanguage, that is, semantic primes "cannot belong to any kind of scientific or elitist jargon, but rather must be known to everyone, including children" (Wierzbicka, 1972, p. 15). Having been articulated by Leibniz as an "alphabetum cogitationum humanarum" and having still been on the agenda of scholarly discussions for a hundred or so years, "in the 19th century it [the idea] faded from philosophical discourse and eventually it was largely forgotten. In 1963, however, it was revived by the Polish linguist Andrzej Bogusławski. A few years later, it was taken up in my own work" (Wierzbicka, 2021, p. 318).

As a matter of fact, it was Anna Wierzbicka (2015) who applied this method of semantic analysis to forms of address. The Natural Semantic Metalanguage (NSM) approach (conceptual primes, semantic molecules, universal grammar) will allow me to see what configurations of simple concepts reveal about the Georgian forms of address in point.

Initially I will list the forms of address and their meanings under examination:

(6) ***bat'ono!***

1. Sir!
2. Excuse me! I beg you pardon!
3. An addressee's response term
4. A term of answering a telephone call

(6.1) ***bat'ono*** **+ FN/Ttl!**

Mister + FN/Ttl!

[6] This is in a way similar to how A. Wierzbicka (2015, p. 5) remarks on the literature on forms of address in German: "The focus of this literature, however, is usually sociolinguistic rather than semantic. If they mention meaning at all, most publications in this area are content to use technical terms invented by linguists, such as 'power,' 'solidarity,' 'formality,' 'distance,' or 'intimacy.' Such terms represent the linguists' perspective, not the insiders' meanings and understandings."

(11) ***kalbat'ono***!

'Madam!'

(11.1) ***kalbat'ono*** **+ FN!**

Ms + FN!

(11.2) ***kalbat'ono*** **+ Ttl!**

Madam + Ttl!

(1) ***kalbat'onebo da bat'onebo!***

'Ladies and gentlemen!'

(2) ***bat'onebo da kalbat'onebo!***

'Ladies and gentlemen!'

In my interpretation I will use the following possible NSM-based semantic components:

- "I know who this someone is"
- "someone of this kind is a man"
- "I don't know this someone well"
- "people can know some good things about this someone"

Now I will deal with individual terms of address and attempt to identify adequate NSM-based semantic components:

(6) ***bat'ono!***

1. *Sir!*

when I say this to you, I think about you like this:

a. "I know that this someone is a man but I do not know who this someone is"

b. "I know that this someone is a man and I know who this someone is"

(6) ***baton'o!***

2. Excuse me! I beg your pardon!

when I say this to you, I think about you like this:

a. "I do not know who this someone is"

b. "I know who this someone is (either a woman or man)"

(6) ***bat'ono!***

3. An addressee's response term

when I say this to you, I think about you like this:

a. "I do not know who this someone is"

b. "I know who this someone is (either a woman or man)"

(6) ***bat'ono***!

4. A term for answering a telephone call

when I say this to you, I think about you like this:

a. “I do not know who this someone is”

b. “I know who this someone is (either a woman or man)”

It should be emphasized that)6) ***bat’ono***! as in 2., 3., 4. does not imply a position of authority belonging either to a man or woman, either to elderly or younger ones.

(6.1) ***bat’ono*** + **FN!**

Mister + FN!

(6.2) ***bat’ono*** + **Ttl!**

Mister + Ttl!

when I say this to you, I think about you like this:

“I know that this someone is a man and I know who this someone is”

It is noteworthy that, in case of ***bat’ono*****+FN**, word order matters; this is to say that the pattern **FN+*bat’ono*** occurs though it is a more intimate form of address and, hence, is to be explicated differently from ***bat’ono*****+FN**. Following the established convention in NSM research, such forms

> convey the message “I think about you like this: ‘I know this someone’” (plus some other component), and not “I think about you like this: ‘I know who this someone is.’” The component “I know who this someone is” confers a certain dignity upon the addressee, because it implies that this someone is ‘somebody’ (that is, someone special and perhaps someone important) (Wierzbicka, 2015, p. 8).

It should also be noted that there is no evidence of the use of its female counterpart: ***FN+*kalbat’ono***.

(11) ***kalbat’ono!***

Madam!

when I say this to you, I think about you like this:

a. “I know that this someone is a woman but I do not know who this someone is”

b. “I know that this someone is a woman and I know who this someone is”

(11.1) ***kalbat’ono*****+FN!**

Ms + FN!

(11.2) ***kalbat’ono*****+Ttl!**

Madam + Ttl!

when I say this to you, I think about you like this:

“I know that this someone is a woman and I know who this someone is”

This explication should be followed by necessary comments about the specific peculiarities of the form in question. When discussing the English form of address *Mrs*+LN, Wierzbicka (2015: 9) provides the following explication:

“This someone is someone of one kind, someone of this kind is a woman,

someone of this kind is someone’s wife”

This kind of explication is in no way relevant for its Georgian counterpart, and this is not because the Georgian term is followed by FN rather than LN, but because it does not categorize an addressee with respect to her marital status; it is used to address female human beings of respective age and social status in respective social situations (in Georgian displays no opposition similar to the English Miss//Mrs).

The fact that (6) *bat'ono* and (11) *kalbat'ono* as individual terms of address and their combinations with either a first name ((6.1) *bat'ono*+FN and (11.1) *kalbat'ono*+FN) or a title ((6.2) *bat'ono*+Ttl and (11.2) *kalbat'ono*+Ttl) are translated differently into English is due not to their polysemic nature but rather to their meanings and uses in English; as Wierzbicka (2015, p. 11) states, "*Mr* can also be used without a surname, in address phrases such as "Mr President" and "Mr Speaker." As noted by most English dictionaries, this use, which has a counterpart in *Madam*, not in *Mrs*, is a different meaning of the word." One significant circumstance to be necessarily mentioned here is that none of the above cited bilingual dictionaries of Georgian (Tschenkéli, 1960, Rayfield, 2006) provides information about their combinability in respective entries.

Finally, based on the afore-established explications, the one for the reversible binomial forms for addressing an audience can be formulated as a sum of those for (6) *bat'ono* (1.) and (11) *kalbat'ono*; thus, the explication will be as follows:

(1) ***kalbat'onebo da bat'onebo!***

'Ladies and gentlemen!'

(2) ***bat'onebo da kalbat'onebo!***

'Ladies and gentlemen!'

when I say this to you, I think about you like this:

a. "I know that these [someones] are women and men but I do not know who these someones are"

b. "I know that these [someones] are women and men and I know who these someones are"

The only difference between the explications of individual terms and of the binomial form is that, with individual terms, the explication should be assumed as a. or b., whereas, with the binomial, as a. and/or b.

Once again, it should be emphasized that the explications are adequate for the both ordering patterns.

Conclusion

Terms and forms of address are not just structural items which can solely be interpreted as a certain autonomous module of language, firstly, because they constitute a great variety of lexical units pertaining to diverse parts of speech and a plethora of inflectional, derivational and compounding devices engaged in versatile combinations, secondly, because they are most closely linked to human relations being an inseparable part of ways of life of different communities, and, thirdly, because they

present meaning and use which usually carry some imprint of relevant historical experiences.

The fact that the Georgian form for addressing an audience as a case in point in the present paper occurs in two versions, two different word orders (female-before-male and male-before-female ordering patterns), is a likely unique phenomenon. Cross-linguistically, there are two major patterns of forms to address an audience, both of them being irreversible:

a. female-before-male pattern

Ladies and gentlemen (English)

Mesdames et messieurs (French)

Bayanlar ve baylar (Turkish)

Hölgyeim és uraim (Hungarian)

b. male-before-female pattern

Boneddigion a boneddigesauv (Welsh)

Tuan-tuan dan puan-puan (Malay)

Tompokolahy sy Tompokovavy (Malagasy)

Jaun-andreak (Basque)

Some may state that the Georgian form pertains to both patterns since it occurs in both orders ((1) and (2)); however, it is its reversibility that makes the form distinguished from those similar to the above cited ones: whether male-before-female or female-before-male patterns, they are irreversible at the present synchronic stage, no matter what their diachronic sources are.

The Georgian reversible binomial form of address has proved to be charged with historical and cultural information; when we look at the pathway of how it came to be as it is in our days, the aforementioned becomes more than evident. Its brightest illustration is (6) *bat'ono* as a core element of the form in question. Having started as a borrowed nobiliary term,[7] it lost its social status in the course of time and was generalized as a polite and gender-inclusive term of address; moreover, its pluralized form ((9) *bat'on.eb.o*) was used as a form for addressing an (mixed-gender) audience. Its gender-inclusive meanings and usage are still present in the language.

It is particularly significant that Natural Semantic Metalanguage as an approach for analysis of the Georgian reversible binomial form of address and its constituent terms has proven to be an effective framework to track language-specific meanings and respective usages (even those that are not presented in dictionaries) and to decompose them "into configurations of simple concepts that are shared across languages […] in intelligible sentences of ordinary language, not in artificial formalisms" (Wierzbicka, 2015, p. 7). Its another advantage is that, in doing so, the NSM-based analysis did not obscure language-specific meanings but rather highlighted them. This is a first-ever attempt of treating

[7] It was Gerhard Deeters (1926, p. 81) who for the first time indicated that the word was borrowed from Latin; later, the prominent Georgian phonetician Giorgi Akhvlediani (1965, p. 21) provided details of its phonetic and semantic transformations.

Georgian forms and terms of address within this framework; therefore, some shortcomings are likely to occur. However, the present study definitely provides some foundation for would- and should-be investigations of similar phenomena.

In her paper which has immensely influenced the present one, Anna Wierzbicka (2015) quotes Ludwig Wittgenstein's (1953, p. 222) following remark: "A whole cloud of philosophy condensed in a drop of grammar;" based on the investigation of some terms of address within the framework of Natural Semantic Metalanguage, she adapted the remark as: "A whole cloud of culture condensed into a drop of semantics" (Wierzbicka, 2015, p. 2). Based on the peculiarities of the phenomena discussed in the present chapter, my adaptation will be a somewhat complemented version of the latter and thus be worded in the following way: "A whole cloud of history, culture and society condensed into a drop of semantics."

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Approaches to teaching literature in higher education – international experience

ABSTRACT

Discussion of literature teaching models in higher educational institutions, understanding, and sharing of foreign experience is an exciting and topical issue from the point of view of objectively critical assessment of reality and development opportunities in the modern educational space focused on understanding the importance of knowledge transfer skills, student-oriented and interdisciplinary teaching. The scientific article includes an analysis of the practice of teaching literature based on foreign studies (analysis of the concepts and methodologies of teaching literature). Thus, this article presents an overview of research in the international scientific space (2018-2022), which reflects the diverse approaches and methods of teaching literature in higher education.

Keywords: *Literature, Teaching Models, Methodological Models, Teaching Literature*

Introduction

The twenty-first century is a time of rapid and continuous changes; in this regard, the education system is no exception. Terms such as constant learning, distance learning, competency-based learning, and learning without being separated from work are increasingly active in the educational space. In the conditions of developed technologies, new economic reality, and globalization, increased attention is paid to knowledge transfer and acquisition of the ability to use in practice. In the modern educational space, it is necessary to have multifaceted knowledge of the issue, synthesis of knowledge beyond disciplines, in-depth access and identification of the problem, correct analysis and evaluation, systematic thinking, argumentative reasoning formation, so humanities, in particular, philology and subjects focused on the teaching of literature appears as one of the essential prerequisites for the development of skills mentioned above.

According to the researchers, the last 50 years have changed our perception of how knowledge is structured and learning processes, the importance of conceptual transfer, how the brain works, how to create different learning environments for diverse students, and how to provide them with effective

teaching methods. A valuable toolbox of strategies helps students metacognitively analyze their thought processes. The key is implementing strategies that respect students' intelligence and help them consciously apply knowledge and skills to construct conceptual schemes. Thus, at all stages of education, the need to develop critical thinking, independent learning, problem-solving, and decision-making comes to the fore. Accordingly, the introduction of appropriate teaching approaches and methods was on the agenda, which made the broader use of inductive methods relevant (Stern, 2017, 2-3).

1. The main theoretical foundations used in the process of teaching literature:

Theoretical models nurture the learning process and largely determine the specifics of its conduct because the basis of learning practice is the point of view of how to arrive at knowledge. Combining theories and methods determines the methodological foundations that generate teaching forms and models. The following theoretical models are distinguished within the framework of many studies: constructivism, progressive education theory, humanistic theory, cognitive development theory, structuralism, sociocultural learning theory, transfer theory, formal theory of teaching, descriptive theory of pedagogy, and normative theory of education. In the process of teaching literature subjects and in the process of comparative or hermeneutic analysis of the text and recognizing the metalanguage and subtext, specialists often use the theory of feminist criticism (ideas produced within the framework of feminism and gender studies), new historicism, the theory of psychoanalysis, racial, ethnic and postcolonial, social and Cultural studies (trauma) theories, reader-response theory, text or student-centered theoretical models (Wurth, 2019, 336).

2. We highlight three main methodological models reviewed based on foreign studies: 3 main models of literature teaching are presented: the cultural, language, and personal growth model. The language model is associated with the paraphrastic, stylistic, and language-based approach, and the personal growth model is associated with the unique and moral philosophical system.

The cultural model of teaching literature – students discover and conclude a text's social, political, and historical context. This approach reveals the universality of thoughts and ideas, allowing students to learn about different cultures and ideologies. Within this approach, literature is viewed as a source of facts or information to be imparted by the lecturer to the student. It emphasizes the role of literature in values, ideas, and knowledge accumulated in a culture over a historical period.

The language model of teaching literature – offers students the opportunity to approach the text systematically and methodically. It integrates language and literature as a source of learning to improve the student's language skills. It uses literature to study different functions of language, such as grammar, vocabulary, and language structures. The language model includes a paraphrastic approach,

a stylistic approach, and a language-based approach. The paraphrastic method primarily paraphrases and reformulates the text in more straightforward language. Students use simple words or less complex sentence structures to make the original text easier to understand. This model helps students to interpret the text and develops language awareness and knowledge. A language-based approach allows students to pay attention to how language is used in studying literature. The following techniques are used: role play, discussions, forum and debate, drama activities, brainstorming, story completion, and summarization.

The personal growth model of teaching literature - focuses on the student's personal development, emotions, and unique characteristics. This model requires students to relate literary texts, themes, and issues discussed to personal life experiences. The cultural model includes a personal responsibility and moral-philosophical approach that allows students to develop and connect language, personal interests, worldview, character, and emotions.

Accordingly, within the framework of the three main methodological models mentioned above, not only stylistic, paraphrastic, language, and information-based teaching is distinguished, but also personal response (students' response reflects the worldview of the author. Students discuss texts in the light of their experiences and personal life analogies). They apply brainstorming, small group discussions, journal writing, and a moral-philosophical approach (focused on discovering moral values, ethical dilemmas, character thinking systems, and the person on principles in reading a specific literary text).

Critical literacy's main purpose is to enable students to identify the effects of naturalization and to understand how and why the "status quo" is presented as self-evident and unchanging. Critical literacy helps to expand students' critical awareness of the role of language in social relations and power in terms of generation, maintenance, and change. Another frequently discussed approach to literary analysis is New Criticism (direct observation of such formal elements as rhyme, meter, imagery, and theme).

Some examples of interesting methodological approaches and teaching techniques used in the process of teaching the selected literature within the framework of the study of international experience:

1. Scholars and lecturers believe that the Internet can be an essential source of creativity when facilitating discussions and debates about the moral dilemmas at the heart of superb literary works. By creating a forum or "comment section" to discuss the analyzed novels and based on a thorough analysis of the impact of modern technology on the process of teaching literature, the

researchers try to define the position of literature in the 21st century and indicate its importance in terms of the mental, emotional and moral development of students. This approach allows studying biographies, life stories, interests, works, and characters of interesting authors according to social media. In the form of practical activities, students are asked to document their findings (in the form of notes, charts, and diaries, as well as creative essays, reviews, and analyses), collect and analyze data: authors' sites, sources, biographical moments, facts, social networks, published information, articles, Studying and evaluating videos and interviews and writing a one- or two-page Analysis (Skobo, 2020, 87-90).

According to Scholes, the teaching of literature should not propose a flow of information, It should help students develop specific skills. Studying literature, especially in the first two years, should base on three skills: reading, interpretation, and criticism. Students read the literary text and give an immediate response based on their sensibility and experience. They can also be engaged in writing activities. Rewriting and manipulating literary texts can favor the internalization of meaning because students acquire a deeper penetrating knowledge of the elements that constitute the literary text. The second and much more important step is interpretation because students ought to question themselves about what kind of messages the literary text suggests. They read the text in close reading and then they proceed to cultural connections and contexts. Criticism, as a final stage, is related to the reading of the literary text from ideological and pedagogical perspectives (Manzolillo, 2016, 2-4).

The instrument used to achieve all this is the communication software that enables people to interact outside of the classroom in online environments such as chatrooms, forums, and videoconferences. Thomas Barker and Frank Kemp believe that this is the ideal basis for a new postmodern pedagogy that reflects contemporary worldviews and creates a model in which all members participate equally and learn together. The website http://www.learningliterature.it/ was initiated at the University of Salerno to support the first two years of a three-year English literature degree. The website includes two interactive areas: one for informal conversation among students and the other for didactic purposes. “Today that means a student may connect to Jane Eyre through the voice, sounded on the air by a best friend’s smart speaker, of a favorite actor, Thandie Newton, whose association with the film adaptation of Beloved, enjoyed with that same friend a few months earlier, triggers an enthralling effect of Morrisonian resonance in the Brontл novel. We make an error of theory but also one of pedagogical practice when we treat these new, complex yet determining mediations of literary experience as just so much noise" (English, 2020, 425).

2. Specialists offer us examples of interpretative consideration of Shakespeare's work in terms of psycho-philosophical doctrines presenting moral-ethical collisions: connecting

Shakespeare's work with Kant's thought, which highlights the interpretative problem: how Shakespeare's representation of Roman society asks us to consider the effect of ideal, universal concepts of "duty" on the concrete historical suffering of individuals and groups in context. For example, the interpretive problem of King Lear: how Shakespeare's political and family devolution drama explores the role of emotion as human "sympathy" in shaping virtuous action and social justice in an unjust world. Also, connecting Martha Nussbaum's "Rational Emotions" and Romeo and Juliet with an interpretive problem—how does a judgment that considers both individual and collective interests in justice, such as fair treatment, help us talk about the world of Romeo and Juliet, in which historical forms of social hierarchy such as gender, Age, and rank determine a person's relationship with others. Those interpretations provide students to explore their own beliefs about and experiences of "knowing" suffering and loss—and the effects of art on those views. This generates crucial questions about the relationship between literary tragedy and actual human loss. Students share how they define tragic literature. As they articulate their preconceptions of formal tragedy, someone inevitably asserts that literary tragedies explore the "fate" of tragic heroes determined by their "fatal flaw." This allows students to consider its consequences for their sense of the power of the literary imagination as a tragic form and the relation between self and others at the heart of ethical theory (Metzger, 2019, 116).

So, this course involves interpreting Shakespeare's tragedies in light of specific ethical theories. Below, there is a list of the pairings of the course and their specific interpretive problems:

"Aristotle's Nichomachean Ethics (on virtue and justice) and The Rape of Lucrece. Interpretive problem: How do the diverging testimonies of the narrator, the rapist Tarquin, and Lucrece challenge us to consider how cultural experience, point of view, and systemic power create or negate the possibility of virtuous auditors and justice as action or equity?

Kant's "Transition from the Ordinary Rational Knowledge of Morality to the Philosophical" and Coriolanus. Interpretive problem: How does Shakespeare's representation of Roman society ask us to consider the effects of ideal, universal notions of "duty" in the context of the particular, historical suffering of individuals and groups?

Hume's "Of the Influencing Motives of the Will" and King Lear. Interpretive problem: How does Shakespeare's drama of political and familial devolution explore the role of emotion as human "sympathy" in the construction of virtuous action and social justice in an unjust world?

Martha Nussbaum's "Rational Emotions" and Romeo and Juliet. Interpretive problem: How do judgments that consider both individual collective interests in justice as an equitable treatment aid us in negotiating the world of Romeo and Juliet, in which historical forms of social hierarchy such as gender, age, and rank determine one's relation to others?

Patricia J. Williams' "The Obliging Shell" and Othello. Interpretive problem: How does Shakespeare represent the challenges of social justice in a world of historical oppression established by categorical fantasies of racial purity and pollution?" (Metzger, 2019, 118-119).

Also, teaching Shakespeare through translated versions and performative possibilities helps students to discover how the same speech can be used to perform. Students annotate the text and video clips and ask and share questions. They no longer encounter Shakespeare as a curated, editorialized, pre-processed narrative, but as a network of interpretive possibilities. Students learn to listen for motives behind stories, rather than the plot of the narrative. Students analyze performances and dramatic texts to change the present. "By foregrounding the linkage between early modern English drama and contemporary ideologies in global contexts, we address 'the ways the past is at work in the exigencies of the present [including] the long arc of ongoing processes of dispossession under capitalism. In pedagogical practice, this means fostering connections among seemingly isolated instances of political and artistic expression. It is paramount, in a time of hate, to cultivate the ability to recognize multiple, potentially conflicting, versions of the same story. Unambiguous, clean, and sanitized, singular narratives usually occur during a dark moment in history. Teaching Shakespeare through translated versions and performative possibilities draws attention to dramatic ambiguities and choices that directors must make. In dramaturgical terms, it helps students to discover how the same speech can be used to perform . . . radically divergent speech acts" (Joubin, 2021, 18-25).

During analyzation of any literary text, we can use the Vicarious learning technique, when a student reads a story, a poem, etc. This tool is also called the "story teaching approach," in which a story or incident is presented. For example, when discussing the play "Romeo and Juliet," which develops against the background of violence and interpersonal conflicts, we can use not only family feuds but also civil wars, rebellions, revolutions, disputes between states and people, personal alienation, wrong social Analysis of the dilemmas that present the breakdown of structures and identity. Or we can implement a Metaphorical game when students solve a problem. In the first stage, the teacher fixes the educational (research) problem, which turns the problematic situation into a psychological dilemma. In the second stage, students will be divided into two competitive groups and begin to work out ways and methods to solve the problem. The third stage is the final meeting when students publicly defend the developed solutions. Informational, research, creative, and applied projects can be implemented within this format. Metaphorical play is aimed at developing new activities and changing behavioral attitudes. The main goal of the extended game is for students to find a new way to solve the problem (Carvalho, 2021, 6-8).

3. The University of Zagreb offers students a course in Canadian literature presented in the English curriculum as an alternative to the well-established Anglophone canons of American

and British literature to introduce students to the Western genre and contemporary Canadian literature in English from the point of view of its specific socio-historical context. The Canadian context offers students new reading strategies and paradigms that allow them to recognize that narratives are constantly shifting sites of production and reception, be they literary, political, economic, or ideological. Students analyze how the traditional Western genre has been transformed into a postmodernist text, in this case, most notably historiographical metafictional, and ecocritical. Students critically examine the history of national identity, multiculturalism, and myth-making. Finally, they must complete a small research project and a 3,000-word research paper on a topic of their choice (Polić, 2020, 272-275).

Katherina Dodou provides an interesting analysis at Sweden University about the value of studying literature: In so far as conceptions of literature were made known in syllabi, the predominant understanding imparted that literary works are complex responses to particular intellectual, material, and cultural conditions. Students were expected to apply knowledge about literary and historical periods and their characteristic features. It meant regarding literature as mirroring, inquiring into, or intervening in societal practices. Some syllabi, at the MA level especially, were explicit about their assumptions concerning literature. "These formulations suggest that literature was regarded as providing unique insights into cultural mentalities and a host of social, political, ethical, and intellectual matters" (Dodou, 2020, 272).

Conclusion

In several scientific works dedicated to new challenges, current problems, or teaching literature, similar trends, and approaches have been identified and confirmed, which reflect the peculiarity of literature-oriented subjects, the form of transmission of artistic works, and the teaching process. For example, we will often meet representatives of various literary currents (symbolism, impressionism, expressionism, futurism, avant-garde), writers, and poets against the background of painting and photography samples. It is an accepted and established standard to compare and contrast stories, novels, or novels with films and staged performances based on these works, which makes the work of this or that author even easier to remember, perceive, engaging, relevant, and impressive, and, most importantly, allows students to ask open questions, discuss and interpret texts in a variety of ways. Also, a comparative analysis is often used - comparing authors of different eras, literary schools, cultures, and ethnic groups and their works, ideas, problems, artistic systems, worldviews, writing styles, and characters.

In scientific or educational books and textbooks, research, and articles, we will repeatedly meet the discussion of the works of writers and poets in the context of such psychophilosophical theories as, for example, identity models - psychosocial and national identity - Erik Erikson's "self-identification crisis" and "mirror metaphor," Marsha's four statuses of identity, or according to Carl Gustav Jung's archetypes, Sigmund Freud and Julia Kristeva's psychoanalysis. The discussion of literary works is often based on highlighting the importance of female authors, female writing, female characters, female voice, and the national, historical, cultural, socio-political, or intimate subtext behind it in terms of feminist criticism of Simone de Beauvoir, Hélène Cixous, Julia Kristeva, Kate Miller. Also, to identify social, cultural, and psychological traumas, the national context, and the ideological worldview professors often use socio-cultural theories (B. Anderson, P. Berks, E. Gellner, A. Smith, S. Jones, L. Greenfield, and J. Hartman).

Thus, in teaching literature, educational activities should be selected accordingly and based on active learning principles to develop critical thinking. It is essential to choose activities related to the actual context whenever possible - direct observation of the phenomenon, reflective thinking, service learning, journaling/reports, and dialogue in or outside the audience. Lecturers should be guided by pedagogical methods that enable students to use visual, collaborative, and experiential learning strategies. Knowledge construction, or the creation of a cognitive schema, allows the student to absorb new knowledge in the context of existing knowledge. Thus, students should be involved in such activities as collecting data, processing information, defining issues, naming problems, creating hypotheses, analytical and argumentative thinking, multifaceted demonstration of their abilities, individual and group work, applying the acquired knowledge in practice, and Confirmation of written competence.

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Ritual-Based Performatives (Based on Georgian Ethnographic Data)[1]

ABSTRACT

Performative utterances do not describe anything, they are used for a rather distinct objective: to make things happen. Utterances referring to *to bless, to swear, to promise, to threaten*, etc. have been considered performatives.

Notably, in Georgian such utterances have some semantic peculiarities: 1) They are formulaic, that is, a meaning of a construction is not a sum of its components' meanings and 2) words, referring to those actions, are not just etymologically associated with those referring to free individual behaviors but rather to established social situations, certain rituals, occurring in a given people's culture and history. For example: *šen šemogevle* [lit. I will surround you] - a blessing formula. It is related to the ritual when a person goes around (surrounds) a sick person and believes that s/he can die instead of the one who was surrounded (Sakhokia, 1956, p. 95); *šens p'irs šakari* [lit. sugar to your mouth] - a blessing formula. It is related to a wedding ritual. When the bride and groom were approaching the house, one member of a bridal party was the first to go to the house to tell the hosts the news of bringing the bride. The hosts would put sugar into the messenger's mouth. It is known that sugar was not easy to get back then (Mourier, 2018, p. 165; Sakhokia, 1979, p. 754); *šegircxves cxviri* [lit. let your nose be disgraced] – a curse formula. It is related to the old Georgian form of punishment, cutting off the nose, which was often used by men to punish unfaithful wives (Sakhokia, 1979, p. 822; Lamberti, 1938, p. 16), etc.

The paper is aimed at illustrating similar, semantically specific performative utterances, at establishing their ritual provenance, and at highlighting their ethno-cultural peculiarities. Evidence from Georgian ethnographic sources will be drawn as empirical data, and the methodology of the Ethnography of Communication will be applied for their analysis.

Keywords*: performatives, ritual, ethnography of communication.*

Introduction

Based on definitions of the key constituents of the Ethnography of Communication (speech community, speech situation, speech event, speech act), any speech event may consist of one or more speech acts being, in their turn, represented utterances of various modalities. Performatives are among them, and, as different from constatives, they do not describe anything; they are used for a rather

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distinct objective: to make things happen.

The term "performative" (lat. *performo* - I act, I perform) was introduced into scientific circulation by the British philosopher John Austin (Austin, 1962; Austin, 1961)[2]. Apart from this, in some parts of his discussion in "Philosophical Papers" Austin uses "ritual phrase" instead of "performative" and as a term synonymous with it (Austin, 1961, pp. 70-71), referring to the speech situations in which he discusses specific cases of performatives as "ritual". For instance, "I apologize" is found in the ritual of apology, etc. (Austin, 1961, pp. 233-234). The ritual context is not excluded by the American philosopher John Searle either, for whom the speech act is nothing more than engaging in an action governed by certain rules (Searle, 1969, p. 30; Searle, 1965, p. 222).

Austin and Searle's theories for the study of the ritual language are shared by the American researcher Wade Wheelock, who, analyzing the languages of Vedic and Tantric rituals, defines the ritual language as a set of expressions closely related to the action context of the ritual (Wheelock, 1982, p. 50). Furthermore, according to Wheelock, the peculiarity of "ritual utterances" is that they represent speech acts and do not convey or convey only little information (Wheelock, 1982, p. 58). Levinson talks about speech acts within the framework of pragmatics and points out that the purpose of such an expression is not only to express an opinion, but also to perform an action (Levinson, 1983, pp. 243-244).

Interestingly, the category of performativity for the analysis of rituals was initially discussed by anthropologists. For instance, in 1973 Benjamin Ray, in his work "Performative Utterances in African Rituals", based on the example of the languages of the Republics of South Sudan and Mali, discusses performative utterances within the framework of various rituals and emphasizes that in the so-called primitive communities the magical power attributed to speech is what Austin calls illocutionary power (Ray, 1973, p. 19); Stanley Tambiah, an American anthropologist, also linked the category of performativity to the ritual. Tambiah considers the ritual to be a culturally constructed system of symbolic communication consisting of patterned words and sequential actions and characterized by formality, convention, stereotypism and rigidity. Besides, it is possible to discuss it based on Austin's perspective: saying something means doing something (Tambiah, 1980, p. 119).

While discussing the history of the study of the issue diachronically, it is obvious that long before Anglo-American philosophy, even in the 4th century BC, Aristotle noted in the treatise "Interpretation" that there are cases of the use of language in which the spoken utterance does not belong to the traditional type at all. For example, a prayer is an utterance, although, unlike typical utterances, it is

[2] Similar expressions were discussed in the scientific literature before Austin, though using different terms. For example, *durative present* (Pintar, 1890, pp. 685-690); *Praesens effectivum* (Skrabec, 1903, pp. 554-556); *koinzidenz* (Koschmieder, 1962, p. 163).

not evaluated as true or false (Edghill, 1937).

In the second half of the 20th century the theory of performatives (performative expressions) presented the issue of language functioning in a different way, making it clear that the purpose of language is often not only to reflect, but also to perform an action.

Methodology

The purpose of the study is to describe performatives based on rituals, to emphasize their ethno-cultural peculiarities and to reveal possible parallels in intercultural terms. To achieve the purpose the methodological framework of the ethnography of communication will be used. Unlike the speech act theory, the ethnography of communication focuses on the description of utterances and the functional perspective (Saville-Troike, 2003, p. 13). The analysis of the empirical contexts within which any speech activity acquires content is pivotal to the ethnography of communication (Bauman & Sherzer, 1975, pp. 105-109).

Saying a performative utterance is a speech act, involving cases such as: blessing, cursing, promising, commanding, calling, etc. Naturally, due to the scale of the issue, it is impossible to present and analyze all the performatives based on rituals in the language in one paper. Below we will try to discuss some of them and to present the speech events (rituals) from Georgian ethnographic sources with which specific speech acts (performatives) are etymologically connected. Admittedly, most of such rituals are no longer found in Georgian culture, but this does not prevent the existence and functioning of the utterances related to them in the language.

Performative of Blessing

● *šens p'irs šakari* [lit. sugar to your mouth] — the saying is related to the act of putting sugar in the mouth of the person with good tidings during the wedding ritual. The formula of this kind of blessing is based on the ancient Georgian wedding custom: when the bride and the groom approached the house, one member of the wedding party would go to the house first in order to tell the hosts the news of bringing the bride. The hosts put sugar in the mouth of this person. Sugar was not easy to get at that time (Sakhokia, 1979, p. 754). European missionary travelers in Georgia Arcangelo Lamberti and Jules Mourier mention a similar ritual: "When good news is brought to someone, they serve a spoonful of sugar with their hands to the person bringing the news" (Lamberti, 1938, p. 103); "On the day of the wedding the mother-in-law stands at the threshold of the house with a lump of sugar in her hand to put it in the bride's mouth, wishing her a sweet life and a sweet tongue" (Mourier, 2018, p. 165).

In modern Georgian the saying *šens p'irs šakari* [lit. sugar to your mouth] is a kind of blessing

and expresses the agreement and good attitude of the speaker towards the topic or object of conversation. Interestingly, almost similar cases can be found in different cultures. For example, the Afrikaans phrase "*That mouth should get jam*" is used when the speaker is telling the truth or a pleasant story; when the listener agrees with the speaker (compare the Georgian phrase "*Honey flows from the mouth*", which is a formula for praising a sweet-talking person); the German phrase *"Honig ums maul schmieren"* (lit: applying honey around the mouth) intends to give a compliment and agree with what has been said. There are two versions concerning the origin of the phrase: 1) it is related to the tradition of training bears – rewarding them by smearing honey around their mouths (as, for instance, dolphins are rewarded with fish); 2) it is related to the Chinese tradition - the so-called "Honey Ritual". At New Year family members place sugarcane stalks at the door as a hope for a sweet future. The image of God is smeared with honey around the mouth so that he could say only sweet words about the family to the governor of heaven (Oxtoby, 2002, p. 403).

● *čemi c'q'ali gadagesxas* [lit. let my water be poured on you] — is a formula of blessing through which the speaker wishes the listener to be as happy as he is. A newly married woman told this frequently to an unmarried one (Sakhokia, 1979, pp. 780-877). The saying is related to the ritual of sprinkling water on the bride. Water was deemed as a symbol of fertility.

While discussing the cult of water Mzia Makalatia emphasizes the fact that the so-called water creatures mentioned in Georgian folk stories are always male and fertilizing qualities are attributed to the rivers, lakes and seas. For instance, there was a ritual in Zemo Adjara at the festival of Shuamtoba during which childless women bathed in a lake in order to be granted fertility (Makalatia, 1972, pp. 300-301).

● *šen genacvale* [lit. I will be your replacement, ready to die instead of you] — is a phrase expressing love related to various superstitions linked to the theme of death in ancient times, including the belief in somehow gratifying death by sacrificing cattle, pieces of furniture and other precious possessions by the family members as replacement of a dying person (Sakhokia, 1979, p. 89), thus, trying to "replace" the dying person through various rituals.

● *šen šemogevle* [lit. I will surround you] — is related to the so-called ritual of surrounding a sick person. It is a phrase expressing love and signifies readiness of the speaker to die instead of the person who is being surrounded. According to T. Sakhokia, the custom of moving a hand around someone's head is based on the belief that one person can die instead of the other; one person can sacrifice his or her life for the well being of the other. This custom was applied during the sickness of a beloved person. For example, when a child was ill, the mother or the father moved their hands three times around the child's head, pleading with the death to take their souls instead of that of their child. (Sakhokia, 1956, p. 95).

Performative of curse

● *šegircxves cxviri* [lit. let your nose be disgraced] — is a formula of cursing linked to the ancient form of punishment – cutting off the nose. According to Lamberti, when the prince of Samegrelo, Levan Dadiani, learnt about the betrayal of his spouse, "he got furious, turned the wife out immediately and cut off her nose in accordance to Greek customs in order to disgrace her" (Lamberti, 1938, p. 16). Sakhokia also points out that such punishment "was moral disgrace rather than physical suffering, since the nose is a visible part of a face and without it the face looks immensely ugly" (Sakhokia, 1979, p. 822).

Although Lamberti considers this form of punishment to be based on Greek customs, it should be noted that rhinotopy can be found in many other ancient cultures. Fremgen argues that cultural categories such as "Honour" and "Shame" are often coded in morphology of the body. Cutting off the nose as a form of punishment was also common in ancient Egypt, Europe in 14th-15th centuries, India and Eastern countries (Frembgen, 2006, pp. 243-245). Compare the English expressions: *pay through the nose* — which denotes a large payment for something and is related to the invasion of Ireland by the Danes in the 9th century and the rule of the population census based on the noses (the so-called 'counting noses'). The person who failed to pay taxes was punished by cutting off the nose. The expression *cut off your nose to spite your face* — means thoughtless behaviour of a person which is harmful not only to others, but also to himself.

Cutting off the nose as punishment is found in the Christian religion as well. In a book by Ezekiel we can read the threat of God to Egyptian whores: "And I will direct my jealousy against you, that they may deal with you in fury. They shall cut off your nose and your ears, and your survivors shall fall by the sword" (Bible, n.d., Ezekiel 23:25).

Performative of threat

● *q'urebze xaxvi ar damač'ra* [lit. don't cut the onion on my ears]— is an answer to a formula of threat through which the speaker tells the listener that he is not afraid of him; that the listener is unable to inflict any harm on him. The expression is etymologically related to an ancient form of violence – cutting off the ears of slaves. The members of the enslaved tribes got their ears cut off not to deprive them of the ability to work and also to give them an external mark. Afterwards, onions mixed with essential oils were cut on the wounds in order to disinfect and heal them quickly (Sakhokia, 1979, pp. 724-725; Jorbenadze, 1997, p. 92). The relation of the expression to the aforementioned procedure is questioned by Takaishvili and suggests that semantics of the phrase might be linked to the difficuty of

carrying out this procedure and have ironic connotation (it is difficult to cut the onion on a person's ears). This supposition is based on the fact that in the Svan language we can find "neck" instead of "ear": *kiserze xaxvi ar damač'ra* [lit. don't cut the onion on my neck] (Takaishvili, 1961, pp. 43-44).

Interestingly, the history of the ritual of cutting off ears started in ancient Egypt in 1550-1070 BC. This form of punishment human mutilation was the main law of the legislation of the New Kingdom, which is also confirmed by the text of an oath written on papyri: "if I speak falsehood [replaceable by potentially any reprehensible action], may there be cut off my nose and ears" (Loktionov, 2017, p. 265). Records about the act of cutting off ears as a form of punishment can be found in the Bible as well: "Then his master must take him before the judges. He shall take him to the door or the doorpost and pierce his ear with an awl. Then he will be his servant for life." (Bible, n.d., Exodus 21:6); "With that, one of Jesus' companions reached for his sword, drew it out and struck the servant of the high priest, cutting off his ear" (Bible, n.d., Matthew 26:51).

● *enas amogaʒrob // mogač'ri* [lit. I will cut your tongue] — is a formula of threat used when making someone keep silent (Sakhokia, 1979, p. 175). The expression is specific to the Georgian language, since we had difficulty finding a similar case in other languages to draw a parallel, in spite of the fact that cutting out the tongue in a literal sense as a form of punishment and depriving the accused of the ability to speak can be found in almost all cultures. For example, cutting out the tongue was common in the Roman Empire, was found in medieval Europe and is still found today in many countries of the East. Interestingly, we read one of the oldest records about cutting out the tongue in the Bible, more specifically in Solomon's proverbs: "The mouth of the just bringeth forth wisdom: but the froward tongue shall be cut out" (Bible, n.d., Proverbs of Solomon 10:31). The following performative expressions with the request to refrain from speaking are also found in Georgian: *ena daimok'le // ena čaigde // enas k'bilebi daač'ire* [lit. hold your tongue, press your teeth to your tongue] — are formulas of command. Compare English *hold your tongue* and *bite your tongue*. The expressions have the same semantics in Georgian and English, they mean "shut up", "stop talking" (Sakhokia, 1979, p. 175; Neiman, 1978, p. 167; Cambridge Dictionary, n.d.).

● *c'in nu gadamivli* [lit. don't pass in front of me] — is a formula of threat and warning related to a superstition and the ancient rule of spatial organization of the communication environment. For example, in ancient times in Georgia, while gathering by the hearth, if a person - younger in social status - passed in front of an elder person, it was considered to be a bad omen. At this time they would take the younger person's hand and turn him back. This kind of behaviour was so unacceptable that it was as if "they tried to reduce the degree of the harmfulness of the behaviour by turning back the person who had come forward" (Sakhokia, 1979, p. 865). Later, such behaviour was given the

characteristics of resistance and disobedience and was established in the language as a performative expression. It is used when a younger or weaker person dares to disobey an older and stronger one. The following performative expressions have similar semantics: *c'in nu damidgebi* [lit. don't stand in front of me]. To stand in front of somebody means to show one's superiority and rivalry (Sakhokia, 1979, p. 865); furthermore, in Georgian there is an expression which denotes keeping the promise "*cin dagaq'eneb*" [lit. I'll put you in front] — using this expression the speaker promises the addressee that he will prefer him to everyone and will give priority to him.

The *forward/backward* parameters of the spatial organization of the speech situation correspond to the *good/bad* dichotomy, which can also be seen in an expression"*ukan daq'eneba*" — it means to oppress, harm or play somebody down (Sakhokia, 1979, p. 625).

Forward/backward as *good/bad* dichotomy can be found in the Western culture as well, as evidenced by numerous phraseological expressions. For instance, the English expression *put something behind you* — means to leave a bad experience behind so that it does not affect the future; *get ahead of something or someone* — means to be better than something or someone; more successful in business. According to Merriam Webster's Dictionary, *step backward/forward* in English means an action that can be harmful/beneficial (Merriam Webster's Dictionary, n.d.). The unambiguously negative connotation of the parameter "*back*" can be found in the Christian religion as well. In the Gospel of Luke we read: "No one who puts a hand to the plow and looks back is fit for service in the kingdom of God!" (Bible, n.d., Luke's Gospel 9:62).

Performative of order

● *zemodan nu miq'ureb* [lit. don't look down on me] — is a formula of calling and warning and means - "don't belittle me", "don't be arrogant". The English phrase *look down on someone* has similar semantics and means thinking that you are better than someone; that someone is less important than you and does not deserve respect, whereas *to look up* means "to get better" (Cambridge Dictionary, n.d.).

The *up/down* proxemics parameters are proportional by the *good/bad* dichotomy, which is explained by their cognitive characteristics. Lakoff and Johnson refer to such cases as Orientational Metaphors and note that events with positive connotation in social or religious discourse are directed upwards, while negative ones are directed downwards, which is explained by human cultural experiences and has a physical, sensory-motor foundation (Lakoff & Johnson, 1980, pp. 14-16). For example, a posture with straightened shoulders and head held up is associated with joy, whereas a stooped posture is linked to sadness. Compare the Georgian phrase "*elevated mood" / "falling into*

depression"; In people's imagination "*up*" is heaven and paradise, "*down*" is earth and hell. Compare the Georgian performative of threat *mic'astan gagasc'oreb* [lit. I will raze you to the ground] — which means someone's ruin and death. It denotes depriving someone of their entire height (Sakhokia, 1979, p. 406).

● *tvalebši // saxeši miq'ure* [lit. look into my eyes/face] — is a command formula which means "tell me the truth", "don't lie to me". The English expression *look someone in the eye/face* has a similar meaning - a sincere conversation that does not cause suspicion (Spears, 2005, p. 415; Cambridge Dictionary, n.d.). According to Sakhokia, "looking into the eyes" takes place when we have not done anything wrong to someone and our conscience does not bother us (Sakhokia, 1979, pp. 259-260). Compare the opposite case, the request formula "*zurgi ar šemakcio*" [lit. don't turn your back on me], which means "don't turn away, don't leave me". Looking in the eyes/face is an important aspect of non-verbal communication, which is also a case of cultural homonymy. In the Western culture it is necessary to look into the interlocutor's face during communication, since in this way we get the additional extra-linguistic markers that help us to conduct the given communication effectively. For example, if the interlocutor looks away, it may indicate that our conversation is uninteresting to him and he wishes to leave the speech event. We have a different picture in Eastern cultures - for example, in many Asian and African countries continuous eye contact may indicate aggression between people. Moreover, the issue of social and gender asymmetries should also be taken into consideration: subordinates do not look into the eyes of their superiors; children do not look into the eyes of adults, women do not look into the eyes of men, etc.

Performative of oath

● *marjvenas movič'ri* [lit. I will cut my right hand] — is a kind of promise and oath formula. Using the expression the speaker tries to convince the listener of the correctness of what he said. According to Sakhokia, "the oath was as strong and persuasive as the right hand was considered to be the main and necessary organ for doing physical activity" (Sakhokia, 1979, p. 376). "Right hand" is a figurative expression in Georgian and denotes a loyal and reliable person.

In the "Dictionary of symbolism" Biedermann indicates that in the right/left hand dualism the right hand is viewed more positively. Handprints found in Ice Age caves also indicate that humans were mostly right-handed. Perhaps that is why the right side is considered to be better and luckier than the left. Biedermann also connects this dichotomy with military equipment. Warriors carried their weapons with their right hand, while the left hand remained passive as a hand holding a shield (Biedermann, 1992, p. 283). In the "Illustrated Encyclopedia of Traditional Symbols" Cooper emphasizes that the right hand is the "hand of power," whereas the left hand is its passive aspect

associated with theft and betrayal (Cooper, 1987, p. 78).

The right hand is found in Georgian in another performative expression: "*marjvena mogt'q'des*" [lit. let your right hand be broken] — which is a curse formula. According to Sakhokia, using this expression the speaker wishes the listener "to die, to be ruined in his work, to be oppressed" (Sakhokia, 1979, p. 376). There is also the opposite case: *marjvena xelimc šegrčeba* [lit. may your right hand be preserved] — a formula of blessing - the speaker wishes the listener "continuous use of the right hand and a constant ability to do work" (Sakhokia, 1979, p. 376).

Concluding remarks

The constituent components of the construction of performative expressions are presented in a figurative sense and the entire meaning of the phrase is formed in connection with the ritual actions which are found in the culture of the given ethnos. This fact requires considering this kind of expressions based on the ritual contexts which can provide us with additional information about the semantic peculiarities and modal framework of the expressions.

Performative expressions have a kind of reflective function. Their meaning is formed in accordance with the extra-linguistic factors in which the given language functions. That is why we believe the issue of reviewing the etymology of these expressions and connecting them with the relevant rituals is significant. Such discussions will give us the opportunity to connect linguistic facts with relevant cultural facts and identify specific or parallel cases in an intercultural context.

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Requirements and description for the A2 level of teaching Georgian as a foreign language

ABSTRACT

As we know, the Common European Framework of Reference for Languages (CEFR) is a framework used to measure language proficiency. This applies to languages learned as a foreign language. Instruments defined by the Council of Europe played a decisive role in so-called "non-native" language learning. The significance of learning a language lies in four main skills—listening, speaking, reading, and writing—through which learners achieve results. Priority is given to communicative competence, which involves the ability to use the language for communication, fostering interaction. This method of active learning, through hands-on approaches and opportunities for experimentation, leads to new accomplishments in learning unfamiliar languages quickly and easily. Identifying linguistic needs precisely helps pinpoint specific knowledge necessary for effective communication in a particular field, meaning knowledge required for navigating the sea of communication in that domain.

Keywords: *SLE,. The language proficiency, assessment*

The language proficiency assessment system has been divided into six levels so far - A1, A2, B1, B2, C1, C2. It is possible and acceptable to further divide or categorize each level based on local context. The addition of a "+" sign is included, indicating a partial proficiency beyond the level. Recently, there has been a proposed sub-level for A1 known as "Pre-A1." Generally, levels are defined as "can-do" descriptors. This approach was formalized in 2001, but the roots trace back to the development of specific job-related tasks for English in 1975 (Threshold level). Interestingly, it was not until 1976 that a similar idea was applied to French (Un Niveau Seuil). These two instruments served as prototypes for similar instruments created later for other languages, considering the peculiarities of each language's communicative requirements.

CEFR establishes and unifies all language learning achievements. It specifically focuses on the description of competence and proficiency types in non-native languages. The created descriptors are general, not tied to a specific language. The newly added Pre-A1 level is also described in relation to other levels in English, French, German, Italian, and Spanish.

The specifications outlined in CEFR may be very general, but their application field is vast. Descriptors control the progressive mastery of each skill, which is assessed on a scale. For authors, educators, and other professionals, this multifaceted approach is intriguing. A2 proficiency level is

particularly interesting for us, as its details and internal structure and how these indicators manifest in it are topics we have already discussed regarding the A1 level.

A1 and A2 levels in our language system don't have a specific location, but their content and what A2 should cover are generally defined in the descriptors of Georgian language proficiency. Although CEFR - the Common European Framework of Reference for Languages - provides a general framework, including descriptors for Georgian language proficiency, there are still questions during teaching and examination. Specifically, what A2 should cover, what type of grammatical structures a learner should be familiar with, how to express themselves more fluently, and what kind of written requests they should be able to fulfill. While all of this is outlined and written, both in the general descriptors of language proficiency in the Common European Framework and on the website of the National Center for Educational Quality Enhancement in Georgia (www.geofl.ge), specific challenges related to each language still arise. These challenges may include particular linguistic problems, structural issues, and practical applications based on language function and structure.

The four units are crucial, and communication skills always take precedence among these four, as language is essential for human interaction. A2 level defines the basic elements of language proficiency. This is rightfully considered an essential level, as it allows learners to actively participate in conversations. Students are evaluated by CEFR standards, which consider language proficiency as an elementary skill when learners can actively participate in discussions. It is assessed based on the principles of CEFR, such as 'main' language skills but also requires practical knowledge of language elements. Students should already have a basic understanding of the language and be able to communicate on everyday topics.

It is recommended that students have a solid foundation in language basics and be able to easily communicate in everyday situations. Focus on yourself without hesitation.

A language learner needs assistance in conversation skills. In this level, the learner not only engages in monologue presentations and daily discussions on various topics but also focuses on simple dialogues and expresses personal opinions more confidently. They can comprehend narratives and frequently use commonly used expressions that are quite powerful and essential. The learner should be able to organize and articulate personal opinions on simple and personal topics, describing their background, work environment, areas of interest, and minimal understanding of official announcements. In reality, an A2-level student can do what an A1-level student does, but additionally, they can evaluate their own work-related activities, perform actions, share interesting stories, convey travel news, and discuss planned activities on weekends and holidays.

Communication skills are crucial for learning, both in terms of progression and for advanced

learners. The identification of text types is essential; texts should be approached with a methodological perspective that values authenticity. A significant challenge for A1 and A2 levels is the comprehensive understanding of real, vivid lexicon. Proficiency is demonstrated when a learner can recognize and comprehend the same word or phrase in about seventy-five different situations. This, it must be said, is dependent on the learner's linguistic intuition and understanding of context. Texts that are explicitly focused on certain grammatical or lexical material work well. We believe that such well-exposed, well-prepared students can create a definition for a given theme, be active in discussions, form a substantial vocabulary base, and then use it purposefully in context. The use of authentic texts is essential in the learning format, as they facilitate comprehension and listening skills, which are crucial aspects of this goal. Authentic texts also enforce the learner's ability to understand and imitate intonation and pronunciation, contributing to a more holistic learning experience.

The study of the Georgian language, seen as an exotic language by many scholars, has been enriched by the efforts of numerous intellectuals in this field. The titles and their main content were recorded precisely as "Description of the Georgian Language Skills." The series "Biliki" (www.lsgeorgia.com), which encompasses language skills, also reflects the same description. However, the first textbooks for the A1 and A2 levels were published in 2005. Although the European approach was initially considered, subsequent works on language skills and learning have been extensively adapted for various educational opportunities. In this regard, the "Biliki" series evaluates the proficiency levels across all three stages, not only recognizing the description but also engaging in practical activities, travel narratives, established Saturday-Sunday lessons, and more. The A1 and A2 levels were recognized during the program's inaugural year, and the Language School's A2 level was established in 2022.

The "Biliki" series utilizes methodological approaches that are mainly communicative and partially grammatical-translation. With fifteen years of experience and a deep understanding of the complexity of the Georgian language, the A2 level content is designed to be comprehensive, logically structured, and accessible. In the initial stage, our learners are immersed in familiar and easily recognizable vocabulary, meaning that whatever we give them, we ask them to reproduce; the focus is on familiar lexicon, and they encounter only a known lexicon. We start by providing our learners with a lexicon they know, meaning that they are asked to return the same thing we give them; actively working on production lexicon and phrases, and actively rehearsing reception. In the next stage, during the production of the A2 level, we actively use the necessary lexicon for both production and reception exercises, working on both the production and reception of recipes, and actively using the required lexicon for questioning and listening exercises.

In the A2 level description of the European Language Portfolio and in English language

teaching about this level, what do they write about and what do they emphasize? It's interesting, what do they prefer: using simple, concise linguistic structures, relying more on personal experience, intuition? Also, the learner should be able to negotiate: on necessary items; on clothes, food (in case of allergies); with sellers; at home; about travel; in emergencies; about health; in daily work; about professions; in conversations and discussions; about nationality and identities; about hobbies and interests; about plans and creative activities with friends; about the weather; in a beauty salon; about little stories...

According to the European Language Portfolio, the A2 level description indicates that a minimum of 250 hours of study is considered sufficient for an English language learner to achieve proficiency at the A2 level (CEFR).

The series "Biliki" is designed methodically, considering various methods, strategies, and adhering to the principle of simplicity. It covers A1, A2, B1, and B2 language proficiency levels, providing listening materials corresponding to each level. Each level consists of language proficiency (listening materials), work routine, and interview materials. Additionally, there is a written section for the C1 level, designed for advanced students who, before printing, undergo an examination, express their opinions, help improve the language proficiency, and participate in the development of the curriculum.

In reality, the series "Biliki" follows the general description of language proficiency levels in the Common European Framework of Reference for Languages (CEFR) and "Language Proficiency Levels in the Georgian Language." Biliki A1 covers material similar to other proficiency levels and involves four skills: listening, speaking, reading, and writing. In language proficiency, all types of texts are actively practiced, and thematically, vocabulary, phrases, listening dialogues, grammar, and necessary tables are included in the material for easy and straightforward assimilation.

Biliki A2 language proficiency consists of the following twelve chapters: In Vake Park; Weather and Seasons; Profession; Saturday-Sunday; Human Nutrition; Shopping; Hobby; Outside the City; In the Beauty Salon; Georgian Cuisine; About Georgia; Legends about Tbilisi. Each chapter has a predetermined thematic vocabulary for each theme.

The academy now has three tests; after each of the four sessions, a test is given to check the student's knowledge of their specific lexicon and grammar. The tests now have answers. Lexical and phrase knowledge is acquired through "question material," which includes active dialogues for each defined session.

"Biliki A2" language course covers the following grammatical categories:

Returns: Intransitive, Transitive

Pronouns: Reflexive

Numerical Nouns: 1-200

Prepositions: On, Above, With, From, By, Before/After, During

Suffixes: -ian, -ve

Interrogatives: Comparative and Additional Quality;

Numerals: From 200...

Verbs: I, II, and III groups: Thinking, Playing, Leaving/Coming, Silence, Laughter, Smile, Cry, Scream, Love, Creating, Doing, Making, Preparing, Observing, Searching, Thinking, Reading, Asking, Analyzing, Imagining, Planning, Seeing, Drawing, Buying, Selling, Writing, Questioning, Meeting, Singing, Searching, Loving, Painting, Continuing, Smiling, Reducing, Buying, Selling, Writing, Thinking, Eating, Drinking, Tasting, Smelling, Taking, Giving, Necessity, Speaking, Saying, Watching, Starting, Going out, Taking off, Pouring, Changing, Taking, Giving, Agreeing, Receiving, Taking, Need, Saying, Seeing, Launching, Changing, Taking, Taking, Giving.

Negative Particle: Cannot

Imperative Forms of Verbs: Positive and Negative

Devices: Deceiver, Unbroken, Future Time; Split; II Connectives.

Connectives: Because, Which, That, So that

Simple Sentence;

Complex Sentence: Single, With One More;

Complicated Sentence: With Additional Conditional Sentences, With Explicit Reason, With Difficult Explanation.

So, in the context of learning a foreign language at the A2 level, we have explored the Common European Framework of Reference (CEFR) and 'General Description of the Proficiency Levels in the Georgian Language.' Additionally, let's delve into the series 'Biliki' at the A2 level, which is designed for learners aiming at this proficiency. Our experience has been successfully validated through examinations held in European and U.S. diplomatic centers as indicated by the learner for this level.

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Supplementary materials and multilingual classroom

ABSTRACT

Nowadays, the process of globalization resulting in the advancements of international relations and close cooperation in every field among individual states as well as the increase in the migration of people to various countries worldwide have conditioned the creation of multilingual societies. In this respect, the education system is not an exception and multilingual classrooms have become common at the educational institutions including HEIs. At Tbilisi State University multilingual classrooms mostly consist of the students of Georgian, Armenian, Azeri, Ukrainian and Russian nationalities who vary from each other according to their cultural, traditional backgrounds and religious affiliation. Their main problem for interaction represents the language barrier that is even more acutely revealed in the learning process. The necessity of successful implementation of this process poses new challenges to teaching English as a second language and sets the new objectives to English teachers in multilingual classrooms where the differences in students' learning needs and knowledge level are added the distinctions existing between their backgrounds.

Having a good command of any foreign language means being perfectly capable of communicating, reading, writing and listening. Hence, the acquisition of a target language requires the development of all the necessary language skills of students. English teachers constantly seek for the new methods and approaches facilitating the process of learning the language. The goal of this paper is to highlight the importance of using supplementary materials as an effective tool providing the enhancement of strategies and techniques of teaching the second language – English in the multilingual environment.

Despite the fact that modern English text books are complex and comprehensive encompassing the materials which are targeted at all the components of language learning, they still do not suffice to teach English in multilingual classrooms. The paper deals with the utilization of additional educational sources for developing learners' productive skill, namely, speaking as well as the strategy of selecting the supplementary materials and their integration with the course book for the purpose of fostering students' learning process and outcomes in multilingual environment. The paper also reviews the research which was conducted in the multilingual classroom with 12 students involved (5 -Georgian, 4 –Azeri, 3- Armenian students). The research method applied was a survey through the questionnaire to provide the formative assessment and the final exam (testing fluency and accuracy) through the interview and oral presentations for the summative assessment of students. The research findings confirmed the positive effect of using supplementary materials on students' learning outcomes, particularly, on developing the speaking skill in the multilingual classroom.

Keywords: multilingual, supplementary, productive, skill, speaking.

1. Introduction

According to one of the definitions proposed by the National Association of Multicultural Education, "multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses the multiple ways of thinking" (NAME). The 2nd language learning occupies the salient place in the educational process, as "humans need an organized medium of communication in any given social set up. This medium is normally referred to as language" (Okal B. O., 2014).

1.1. Challenges, problems and their causal factors

Under the circumstances when in a multilingual classroom English represents the medium of communication as well as the target language, the learning process of which the students are still in, the new challenges are certainly posed to language teaching. Teachers "must be prepared or retrained, respectively, to develop cultural sensitivity and provide multicultural education to diverse students population" (Goodman, B.M, 2008). That's why, English teachers try to find new methods and strategies facilitating the language acquisition.

Teaching English is a complex and prolonged process during which teachers encounter a lot of problems even in monolingual classrooms that is conditioned by the differences in students' learning styles such as visual, auditory, kinesthetic as well as learners' needs, their past language learning experience and goals, their motivation and interests, etc. And when it comes to a multilingual classroom, the common problems immerged in language learning caused by the above-mentioned factors are increased by the variety of religious affiliation as well as cultural and linguistic backgrounds. In addition, the use of the 1st language should be specially singled out: in a monolingual classroom "the issue of whether language teachers should use the students' first language in their second/ foreign language classroom has always been a controversial one" (Sharma, K., 2006), however, comparing and drawing parallels between the grammatical structures or rules and various language items of the 1st and 2nd languages greatly facilitate the acquisition of a new language for learners, moreover, "studies have shown that learners rely on their background experiences and prior knowledge of their native language to acquire a second language"(Ismaili, M., 2015). But in a multilingual classroom it is impossible to use the first language in any form or activities.

1.1.1. The aim of the paper

"The goal of teaching English is to provide assessment for students to apply the language in the different context of communication" (Abadi ,C.P, 2015). The aim of acquisition of the 2nd language implies the development of reading, writing, speaking and listening skills and all of them serve the improvement of communicative skill that means the ability to convey or share ideas and feelings effectively in the target language. Our paper is focused on using the supplementary materials to develop the speaking skill of multilingual students' population.

1.1.2. The significance of developing speaking skill and a teacher's objectives

According to TKT " speaking is a productive skill, like writing. It involves using speech to express meaning to other people". So the well-developed speaking skill assumes the greatest significance for interaction and integration in communication and enables students to feel free communicating with foreign speakers in real situations as well. However, learners may reveal the following weaknesses in their speaking performance: the lack of language knowledge such as vocabulary, collocations, phrasal verbs and grammatical structures; the improper pronunciation; low level of confidence and motivation; inability to understand English speech well i.e. less developed listening skill; the lack of foreign social environment and practice in speaking with English speakers.

The development of learners' speaking skill requires the improvement of: *fluency* that implies speaking coherently, clearly, without hesitation and repetition so that the speech can be understandable for listeners; *pronunciation and intonation*; the use of *connected speech* and the *accuracy* that implies using correct grammatical forms, structures and vocabulary; as well as the *register* implying the appropriate style of speaking depending on where and who the interaction occurs with.

That is why, in order to meet the requirements of developing learners' speaking as a complex skill, the teachers set the objectives: 1. To promote students raise their knowledge competence in English and achieve the high level of accuracy and fluency 2. To develop learners' listening skill 2. To develop learners' communicative competence 3. To encourage learners to build their self-confidence 4. To expose students to a variety of real-life situations and interactions.

However, the benefit of multilingual classroom should be highlighted as well: **the multi-cultural and multilingual environment is naturally created in a multilingual classroom**.

1.2. Supplementary materials, reasons and benefits of their use

The mentioned above requires to perform diverse well-tried or innovative methods and strategies that should be correctly chosen and applied.

Among a great number of methods and approaches of teaching speaking, our paper is centered on using and selecting the supplementary materials and highlights the importance of its application in the multilingual environment.

Very often students find it boring and dull to study grammar rules and structures presented in their text books, because they cannot be adapted to the needs, abilities and learning styles of all the learners in the classrooms they are used in. Despite the fact that English course books are mostly compiled on the basis of worldwide acknowledged topics encompassing the global problems and issues, they cannot be fitted and corresponding to every kind of environment created in different classrooms, as each classroom has the diverse composition of students that is impossible to previously determine. The mentioned conditions the salience of utilizing the supplementary material.

According to TKT "**Supplementary materials** are books and other materials we can use in addition to the course-book. They include **skills** development materials, grammar, vocabulary and **phonology** practice materials, collections of **communicative activities**, teacher's **resources** and web materials. Supplementary materials may also come from **authentic** sources (e.g. newspaper and magazine articles, video, etc.) and "integrating the use of authentic materials with language skills can be highly useful in developing the communicative competence of learners" (Thakur, V.S, 2015)

Supplementary materials are considered to be one of the important and beneficial tools for teaching English as a second language because they can "give variety to teaching, replace the unnecessary material in the course book to fill gaps in the course book, to give learners extra language or skill practice, to provide suitable material for learners' particular needs and interests, etc." (TKT). "The results showed that more dynamic and interactive classes are created when teachers use any supplementary material" (Dodd, .R.A and others, 2015)

The additional sources can be used for the purpose of benefiting the students in mastering the vocabulary and grammatical structures of English, fostering the development of learners' skills, helping students acquire the communicative competence, exposing students to real settings, and at last, raising the level of students' self-confidence and motivation that greatly conditions learners' speaking performance and their active involvement in the interaction.

1.2.1. The selection of supplementary materials

Supplementary materials should be correctly selected and integrated with the course book materials taking into consideration the peculiarities of the environment of a multilingual classroom. In the multilingual classroom along with the language knowledge level of students the teacher should

take into account their cultural background, difference in their religious affiliation and their interests when selecting the supplementary materials. The mentioned implies that the selection of additional sources should be based on the following factors:

1) the interests that are as much as possible common for all the students, such as sport, culture, the traditions and habits that are related to familiar for all of them events, e.g.the celebration of New Years Day,

2) the worldly known and current issues;

3) the relevance of the course book materials to that of supplementary, so as to integrate them with each other

4) the supplementary materials should be acceptable and enjoyable for all the multicultural students.

5) the type of sources such as books, newspapers, images, video footages, movies, TV, Internet. Their selection should be reliant on the aim of utilization of supplementary materials, in particular, the development of which skill these sources are targeted at.

6) the availability of supplementary materials. They should be easily accessible for all the students.

7) the frequency of using supplementary materials implying that it should not hinder the aquisition of materials covered by the syllabus.

However, here it is worth noting that the additional sources emphasizing the differences in religious affiliation or the political issues which may be painful, embarrassing, insulting or violating the dignity of the students of a certain nationality should be avoided. The students should be focused only on learning, revealing their language competences and skills and participating in learning activities, interaction or communication.

2.1. The study, its aim, research subject, method and outcomes

The study conducted by us aimed to identify the outcomes of utilizing supplementary materials for the development of speaking skill in a multilingual classroom. The study was conducted in the multilingual classroom with 12 students involved (5 -Georgian, 4 –Azeri, 3- Armenian students) of the Faculty of Political Sciences, B2 level and it lasted a months. The topics for supplementary materials were selected according to Module 3 of the course book covering the topics- world problems, raising awareness, space colonization, environmental problems. The supplementary materials were selected correspondingly: global warming and its effects; the future of our planet.

The teaching method applied was TBL (Task Based Learning).

The source of supplementary materials used was Internet, as it is available for all the students as well as the topic-related pictures prepared by us. They are as follows:

1. Global warming (https://www.nrdc.org/stories/global-warming-101#warming)
2. Future of our planet https://2050.earth/
3. Movie - "Martian", 2015 directed by Ridley Scott, starring Matt Damon

2.1.1. Assessment criteria and task types

In order to reveal the outcomes of utilization of supplementary materials and elicit the students' oral language performance, the formative and summative assessments were conducted **through the holistic/goal oriented method** where " individual criteria such as pronunciation, fluency, grammar, vocabulary etc. are still considered, but the more important factor affecting the scoring is whether or not test takers are able to achieve their goals" (Hatipoglu,C.)

The assessment task types applied were: Picture - Cued Assessment Task, Interactive Assessment Task and Extensive Assessment Task

The students were evaluated according to three criteria: **Fluency and coherence** as well as **Lexical resources** implying the acquisition of topic –related new language and **Accuracy**- the usage of grammatical structures and vocabulary.

According to Ciler Hatipolglu "due to the speaking skill's real-time interactive nature, assessing it becomes notoriously difficult when the group taking the test is big,[…]. To be done successfully, enough time, meticulous planning, and the involvement of a large number of well-trained testers are required"(Hatipolglu, C) . That is why the assessments were conducted and the criteria for evaluation were distributed between us- two of teachers.

The data of formative assessment were collected on the basis of the three above mentioned tasks and was provided to the students 10 days prior to the summative assessment, so as to familiarize them with their ongoing progress that allowed them to take into account the feedback received.

Formative assessment was conducted through the following assessment tasks:

a) Global warming –Picture - Cued Assessment Task, which allows to test students' speaking abilities individually. The students had to describe the images depicting the environment as well as the various causes and effects of global warming, such as air pollution, water pollution, dense traffic, deforestation, etc.

b) Future of our planet – Interactive Assessment Task-interview. Where students acted as interviewers and interviewees. The questions used by the interviewers were as follows:

1. What predictions do there exist about the future life on the Earth?
2. Do you believe in those predictions? Why? Why not?
3. Which prediction did you like best from the site?

4. Can you add any prediction? etc.

c) Movie – Martian (2015 directed by Ridley Scott, starring Matt Damon) . - Interactive Assessment Task –a discussion. The students watched the movie "Martian" and the discussions were held on the following topics: the plot of the movie, the type of the movie, main characters, the existence of life on Mars – myth or reality; the future of mankind -travelling on Mars, etc.

At the end of the research, the summative assessment was conducted which was based on the integrated materials of the course book and additional sources. The summative assessment was carried out through the Extensive Assessment Task -oral presentations on the following topics: climate change; how to raise public awareness of the world problems; deforestation as one of the danger threatening the world; how can we help our planet to survive; what can you say about greenhouse effect, its causes and solutions; will the line between the virtual and real world distinguish? will all the services in industry be done by robots? will the special device control your mind to see pleasant dreams.

2.1.2. The data of assessment results

Table 1 illustrates the result of the formative assessment.

The results of formative assessment

Rating	Rationale	Criteria		
		Fluency and coherence	Lexical resource	Accuracy
Excellent	Accurate/ full understanding	8,3-16,6%	8,3-16,6%	
Very good	Rare errors/ uses new vocabulary units and complex language well	49,2- 62%	49,2- 62%	49,2%
Good	Only occasional errors/ uses new vocabulary and complex language quite well in most situations	62 – 74%	62 – 74%	49,2%
Poor	Some errors/ uses some new vocabulary and complex language	16,6%	16,6%	24,9%
Very poor	Frequent errors/ has difficulty with complex language			8,3-16,6%

Table 1

It was revealed that the students rated as Good (5-6 students) prevailed, which was followed by the students rated Very good (4-5 students). Excellent and Very poor rating was identified only in 1-2 students. The findings of summative assessment are demonstrated on Chart 1.

The results of summative assessment

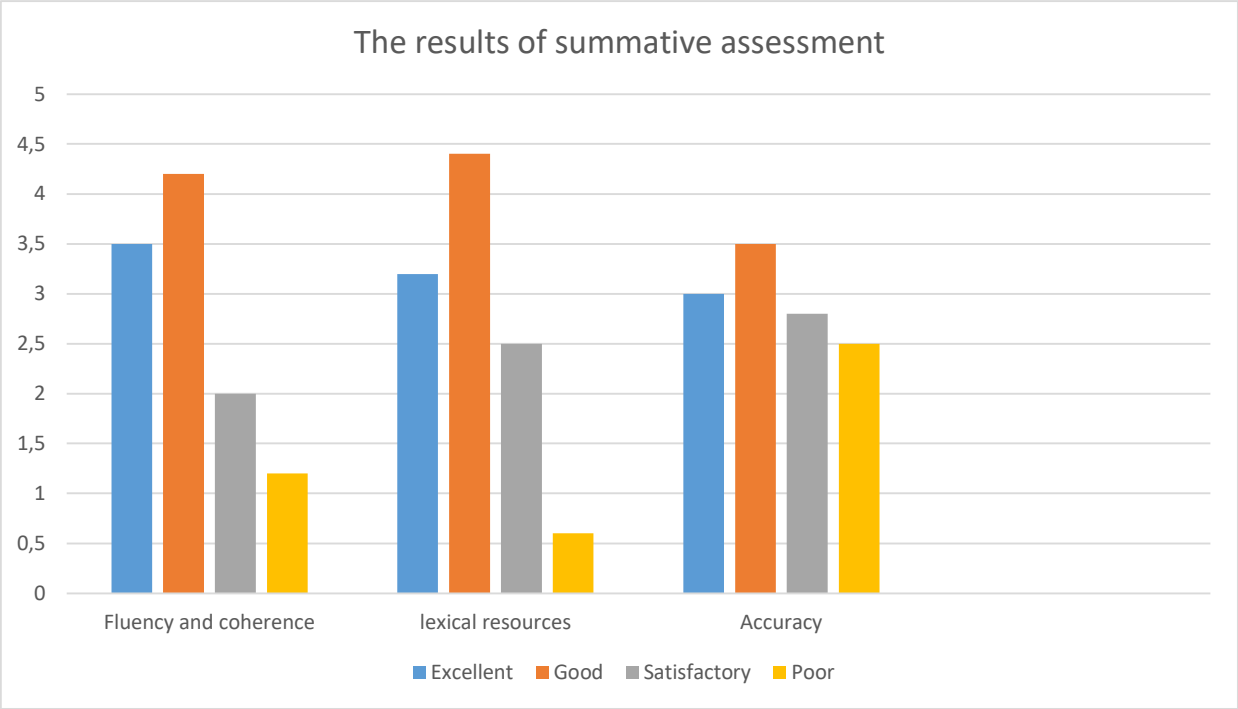


Chart 1

According to summative assessment, the results in fluency and coherence and lexical resource approximated to each other. The less favorable outcomes were achieved in accuracy

2.1.3. Questionnaire survey and its findings

The questionnaire survey was applied as the tool to get the students' feedback on the use of supplementary materials, which would allow us to know the students' general opinion about the strategy applied and the utilized material, so as to decide whether to follow this strategy in the same way or make some changes. Table 2 reveals the findings of the survey.

The findings of the questionnaire survey

№	Items	Strongly agree	Agree	Strongly disagree	disagree
1	The frequency of the use of supplementary materials suffices			4 students	8 students

2	The use of supplementary materials make the language learning process more interesting		11 students		1 students
3	The supplementary materials were appropriate to the course book materials	4 students	8 students		
4	Supplementary materials foster the development of speaking skill	7 students	5 students		
5	Supplementary material should be on the global and international issues		10 students		2 students
6	Supplementary material should be only entertaining		4 students		8 students
7	Supplementary material should be only on serious, disputable issues		4 students		8 students
8	I always participate in the supplementary material-oriented activities	5 students	5 students		2 students
9	Supplementary material elevates the level of motivation	9 students	1 students		1 students
10	Supplementary material fosters building my self confidence	6 students	4 students		2 students

Table 2

Collecting the data of questionnaire we can infer that the preference for utilization of supplementary materials prevails, the majority of students believes that this strategy raises their motivation and self-confidence. However, most of the students consider that the extent of usage of supplementary materials does not suffice.

Conclusions

The following conclusions have been drawn:

1. Notwithstanding the aim of utilization, the supplementary materials should be equally targeted to the skill development as well as the grammar and vocabulary practice materials, as the

accuracy greatly contributes to language acquisition as a whole and plays the salient role in the development of all the skills

2. The selection of content of supplementary materials in a multilingual classroom should be based on the golden mean of interests, ambitions, worldview and world knowledge of multicultural students population consisting the classroom. The mentioned will raise the level of their motivation and self-confidence and encourage them to fully realize their abilities.
3. The supplementary materials should be enjoyable and up-to date and at the same time corresponding to the level of language competency of students.
4. Supplementary materials should be employed with reasonable frequency, so that they should not hinder students from acquiring the course book materials as well as teachers from following the syllabus.

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Translanguaging as a Tool for Correcting EFL Learners' Errors in Writing

ABSTRACT

This paper explores Georgian students' errors influenced by their L1 and their perceptions on integrating translanguaging into error correction in the writing task. Implementing translanguaging (simultaneous use of Georgian and English languages as a unitary meaning-making system) as a tool of correcting Georgian students' errors in writing seems to be the novelty of our research. The given case study deals with 21 Georgian students, aged 16-17, learning English as a foreign language. Both, qualitative (online questionnaire for students) and quantitative methods were used. Students' general errors were classified accordingly: grammar (e.g., tense and aspect (17), agreement (15), number (24), infinitive and gerund (5), article (19)) (Overall – 80); Vocabulary (missing word, extra word, wrong word) (Overall – 49); Spelling (Overall – 54); Punctuation (Overall – 31); Out of which errors stipulated by L1 were distinguished. The survey found that the most students (≈ 52%) supported replacing the monolingually-focused way of giving feedback on writing tasks. However, some students (≈ 33%) were skeptical of the translanguaging approach and found it unexpected and unnecessary. The study suggests that implementing translanguaging as a tool of correcting students' errors, i.e., emphasizing the role of L1 can enhance learners' understanding of grammar and vocabulary in both languages.

Keywords: *Translanguaging, Errors, Writing discourse, EFL, Georgian learners.*

1. Introduction

One of the things that puzzles many teachers is why students go on making the same mistakes even when those mistakes have been repeatedly pointed out to them. However, not all mistakes are the same; sometimes they seem to be deeply ingrained, yet at other times students correct themselves with apparent use. There are couple of reasons why students make mistakes, which are the part of a natural acquisition process. Besides, tiredness, anxiety, psychological state of students can have an effect. Moreover, students are not the ones who should be blamed, but teachers also are accountable of providing proper feedback.

Feedback on students' work probably has more effect on achievement than any other single factor (Black and William 1998). Teachers provide formative assessment for correcting students' errors. At the same time, do teachers always emphasize the origins of the students' errors in their feedback? Apprehending the rationale of making the same mistakes can make a difference for students. This paper aims to study Georgian students' errors influenced by their L1 and their perceptions on integrating translanguaging into error correction in the writing task.

Translanguaging is using language as a unitary meaning-making system of the speakers (García et al 2017). It is a characteristic of bilingual speakers. Languages are not perceived separately in translanguaging, rather they are seen from speakers' perspective as a language repertoire, from which they select features that are appropriate to communicate. In Pedagogy, translanguaging is used as an approach to make the context better understandable with the help of using bilingual speakers' (students') repertoire.

Besides, there are two views of teaching languages in the classroom. The conventional view represents the process when two languages are generally taught as two isolated systems. But most people, who live in bilingual and multilingual parts of the world tend to uphold the contemporary view of teaching a foreign language.

Thus, the given study aims to answer the following research questions: 1. What are the types of errors the Georgian students have in EFL writing; 2. What are the common L1 errors the Georgian students have in EFL writing. 3. What are the perceptions Georgian students have on integrating translanguaging into error correction of the writing task.

1.1 Theoretical background of the research

Translanguaging has a great impact on policy and practice in many fields, such as language learning and bilingual/multilingual education, in the last two decades (Li & Shen, 2021). According to Li (2018), translanguaging has rethink many language-related notions, such as linguistic competence and bilingual education, and practically offered new approaches to language teaching, as well as language learning, in the fields of second language education and bilingual or multilingual education.

Heretofore some researchers have argued for the integrated use of two or more languages in the foreign language (FL) learning and teaching process to help learners either acquire the content or develop their language competence by using the stronger language to develop the weaker one (Canagarajah, 2013; García & Li, 2014; Sano, 2018; Turnbull, 2019). To date, while translanguaging as bilingual pedagogies has been widely applied in bi-/multilingual classes of various kinds, there are

only a few studies on translanguaging in writing classes, and most research has focused on learners' writing identity and teachers' or students' written feedback (Barbour & Lickorish, 2020; Canagarajah, 2011; Turnbull, 2019; Velasco & García, 2014), while little attention has been given to teachers' oral corrective feedback on students' written errors. Considering this, the present study investigates the Georgian students' perceptions on integrating translanguaging into error correction in the writing task.

1.2 Error correction procedure

Julian Edge, in his book on mistakes and correction, suggested that we can divide mistakes into three broad categories: 'slips' (that is, mistakes which students can correct themselves once mistake has been pointed out to them), 'errors' (Mistakes which they cannot correct themselves. And which therefore need explanation) and 'attempts' (That is, when a student tries to say something but does not yet know the correct way of saying it) (Edge, 1989). From this broad category, errors are the ones we are interested in.

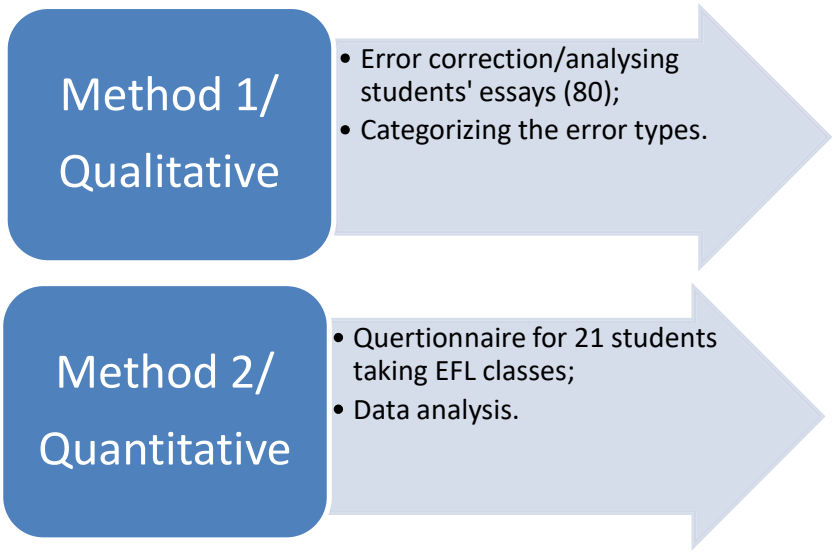
It is widely accepted that there are two distinct sources for the errors which most students display: *L1 interference* and *developmental errors* (Harmer, 2007). L1 interference – students who learn English as a second language already have a deep knowledge of at least one other language. Where that L1 and English encounter each other, there are often confusions which provoke errors in learners' use of English. This can be seen at the level of sounds, grammar, and word usage. Developmental errors are part of the students' interlanguage, that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims to towards full mastery.

Ellis (1997) points out that an error is an outcome of lacking knowledge. The researchers conceptualise L1 interference in L2 production in several ways that are mostly caused by learners' lack of grammatical knowledge (Al-Khresheh, 2010; Subandowo, 2017). The errors that emerge as a result of interference are caused by two linguistic backgrounds (Nunan, 2001).

2. Research data and methodology

The aim of our research was to show the need of implementing translanguaging as a transformative assessment facet for teachers to genuinely and meaningfully correct EFL learners' errors in writing. Both, qualitative (online questionnaire for students) and quantitative methods were used.

Figure 1. Research Methodology



2.1 Research Participants

The given case study deals with 21 Georgian students, aged 16-17, learning English as a foreign language. And their female, 30-year-old teacher, who has 8 years of experience in teaching English as a foreign language. The teacher has collected her students' essays for 4-5 months and at the end of the semester she categorized the students' errors and singled out the ones stipulated by the Georgian language, students' L1. The students' competence was B1-B2 in English.

3. Results and Discussions

Students' general errors were classified accordingly: Overall – 130 sentences with several mistakes; For instance: grammar (e.g., tense and aspect (17), agreement (15), number (24), infinitive and gerund (5), article (19)) (Overall – 80); Vocabulary (missing word, extra word, wrong word) (Overall - 49); Spelling (Overall – 54); Punctuation (Overall – 31).

3.1 Qualitative Research:

Out of which errors stipulated by L1 were distinguished. Some examples are given as follows.

Example 1.

"Our food, wich we are using to do different meals, have incredible quality."

1. *wich* (spelling)
2. *we are using* (*use*) (grammar – tense/L1) (present simple and present continuous tenses are not separately presented in the Georgian language)
3. *to do* (*cook*/*make) different meals* (vocabulary – WW/L1) (word by word translation of the collocation used in the Georgian language).

Example 2.

"On the internet is so many information about vast things."

1. Structure of the sentence is Georgian (adverbial modifier of place should be at the end of the English sentence);
2. Uncountable/countable (there is no difference in Georgian; in formal writing better to use a lot of instead of many or much (not relevant for Georgian).

Example 3.

"In the past, there was books, but there still was lack of knowledge".

1. Inanimate subjects agree verbs in singular in the Georgian language (წიგნები არის/წიგნები იყო) *ts'ignebi aris/ts'ignebi iq'o* "books are/books were" *have incredible quality."*

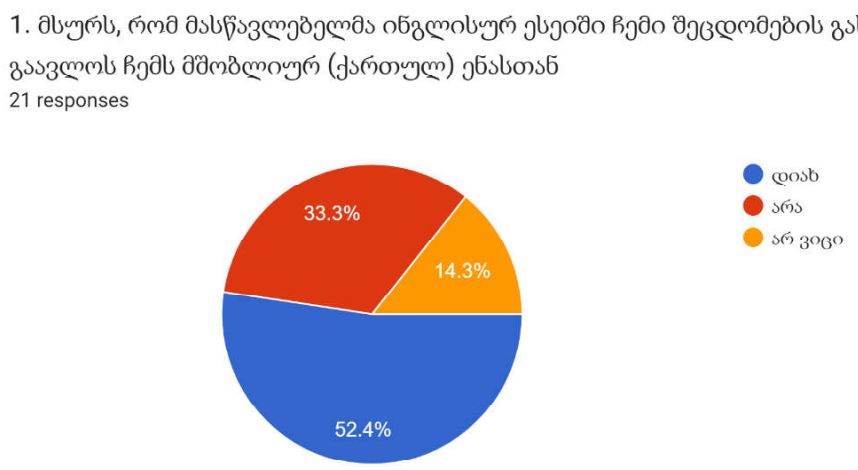
1. *wich* (spelling)
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3. *to do* (*cook*/*make*) *different meals* (vocabulary – WW/L1) (word by word translation of the collocation used in the Georgian language).

3.2 The Quantitative Research

Within a framework of the quantitative research, several questions were sent to those 21 students, some of the questions are given below. The questions were based on the errors students made in their essays.

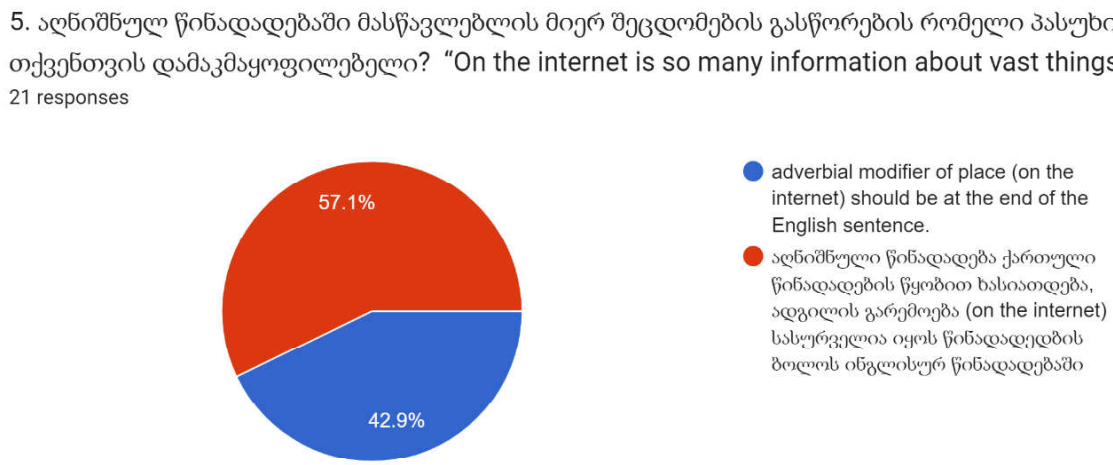
1. While correcting my errors in my English essay I want my English teacher to draw a comparison/distinction between the English and my state (Georgian) languages.

Table 1.



Most students (52,4%) responded 'yes' to this question, however there were those (33,3%) who don't fancy her/his English teacher drawing a comparison/distinction between the English and her/his state (Georgian) languages.

5. Which of these answers of correcting your written errors is satisfactory for you?



As the chart shows, most students (57,1%) find the Georgian explanation more satisfactory than the English one. The students want to know why they make the same mistakes, the reason is the influence of their native language, the unconscious or conscious awareness of the structure of the Georgian sentence has a great influence over the students acquiring the foreign language.

2. Explain why do/don't you agree the following statement: "while correcting my errors in my English Essay I want my English teacher to draw a comparison/distinction between the English and my state (Georgian) languages."

Positive

- „ჩემი აზრით რაც არ უნდა კარგად იცოდე ინგლისური ან სხვა უცხო ენა, მშობლიური ენით მიღებული შენიშვნა ან წინადადება ყოველთვის უფრო მნიშვნელოვანი, და ადვილად აღსაქმელი იქნება". ("In my opinion, no matter how well you know English or another foreign language, a remark or feedback received in your native language will always be more important, and easier to understand.")
- „მოსწავლეს გასწორებული შეცდომები დაეხმარება როგორც ინგლისური ესეს უკეთესად დაწერაში ასევე ქართულის. ასევე ზოგი მოსწავლე ესეს წერის დროს ფიქრობს ქართულად და შემდეგ თარგმნის ინგლისურად ამიტომაც მისთვის სასარგებლო იქნება ქართულ ენასთან პარალელის გავლება". ("Corrected mistakes will help the student to write both English and Georgian essays better. Also, some students think in Georgian while writing an essay and then translate it into English, so it will be useful for them to draw a parallel with the Georgian language.")
- „უფრო მარტივად აღსაქმელი და დასამახსოვრებელია". ("It's easier to understand and remember")
- „უფრო გამიადვილდება შეცდომის გაანალიზება და ამ ორ ენას შორის განსხვავების დანახვა". ("It will make it easier for me to analyze the error and see the difference between the two languages").

Negative

- „ვფიქრობ რომ ინგლისური ენას იმ დონეზე ვფლობ რომ ეს საჭირო არ იქნება. უმჯობესია მასწავლებელმა ჩემი შეცდომა ინგლისურად ამიხსნას." ("I think that I possess the English language at such a level that it will not be necessary. It is better for the teacher to explain my mistake to me in English.")
- „პარალელის გავლება არარის აუცილებლობა რადგან ინგლისური და ქართული წინადადებების წყობა განსხვავდება, განსაკუთრებით კი მაშინ როდესაც საქმე ეხება საკუთარი აზრის გამოხატვას, ინგლისურად გადმოცემული აზრი ქართულად

შეიძლება დაიკარგოს და პირიქით.“ (“It is not necessary to draw a parallel, because the order of English and Georgian sentences is different, especially when it comes to expressing one's own opinion, the genuine ideal of the opinion expressed in English can be lost in Georgian and vice versa.”)

Overall, the results given with the help of the research demonstrate the effectiveness of using tranlanguaging by the English language teacher in the process of giving individual or open-class feedback on students' essays. The students' attitude towards drawing the parallel or comparison between the English and Georgian languages is positive, which results in teachers' productive and effective feedback.

Conclusions

Even the initial research suggests that translanguaging is a useful tool for teaching students a foreign language. The advantage over monolingual teaching is that students can compare their mother tongue with the foreign language and thus identify similarities and differences which help them to reduce the number of errors and learn the foreign language better. This is also confirmed by the students' attitudes towards bilingual education. Most students (≈ 52%) in our study were in favour of replacing the monolingual-oriented type of feedback on writing tasks. Thus, the teacher was positively encouraged to use translanguaging in the error correction phase. However, some students (≈ 33%) were sceptical about the translanguaging approach, finding it unexpected and unnecessary. However, this can be explained by the background of the students' learning tradition or their attitude and expectations, which are much more subjective than a small experiment or observation on language acquisition in different environments and teaching methods. This case study also suggests that using translanguaging as a tool to correct students' errors, i.e. emphasising the role of the L1, can enhance learners' understanding of grammar and vocabulary in both languages.

The results are preliminary and corpus-based studies and a larger and more rigorous questionnaire should be conducted for further research.

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Main challenges and issues of Cultural policy

ABSTRACT

Every social, economic, political, and government policy nowadays has significant cultural repercussions; as a result, every policy and social policy is a form of cultural policy. The development of cultural policies not only faces challenges from a practical standpoint but also faces obstacles from a theoretical perspective. Given that culture is the domain of sentiments, emotions, values, and the origin of mankind, some theorists contend that, unlike social and economic areas, culture cannot be planned for or regulated. Several strategies are used by this field to oppose the options and methods. According to this theory, increasing government involvement in cultural matters causes people's behavior to become increasingly politicized.

Definition of the term – cultural policy

Policy on culture is changing. Cultural policies have traditionally concentrated on providing financial aid to the arts, and cultural heritage plus organizations such as museums and galleries. In recent years the investment in creative industries around the world has grown as a source of innovation and economic dynamism (Throsby, 2010).

Cultural Policy is that states and other institutions anticipate and implement cultural affairs, which means "the ways and means of intellectual activity, in particular artistic" (Policies on culture aim at addressing and promoting the cultural dimension of European integration through relevant legislation and government funding. These strategies promote the development of cultural activities, education or research carried out by private providers, NGOs, and individual EU- based initiatives in the fields of cinema and multimedia, broadcasting, music, and crafts (Michael and Schindler, 2013).

Cultural policy is emerging as an increasingly important component of government policy development at national and international levels. Cultural policy aspects that are currently included in government policy agendas include the prospects for creative industries as dynamic sources of innovation, growth, and structural change in the so-called new economy. The role of

arts and culture, in creating jobs and generating income in cities, in particular, those affected by industrial decline. The right means by which governments can support the arts of creation and performance; legal and economic questions concerning the regulation of intellectual property in cultural goods and services; and public/private partnership opportunities to preserve cultural heritage (David Throsby, 2010). Critical Cultural Policy Surveys is a reader's subject and an anthology of key themes and articles that, according to the authors, are crucial for the traditional development or other historical expressions of a field of study (Adrienne Scullion, 2005).

The aim of the cultural policy is, to form a society that considers creativity by maintaining and improving the national identity of a country, researching, storing, and transferring cultural memory, and creating favorable conditions for the development of an essential, multifaceted cultural space (Riigikogu, 2015).

The relationship between language and culture has been of interest to philosophers, specialists, and linguists since the age of adolescence. Speculation about language and communication of language and discourse thought and culture, for those interested in various fields of human sciences, are familiar with the topics.

It might be said that Language and culture are tied together as one is the second part of the other. Civilization comes through a culture of all human behaviors and it can most be shown by language.

What is Cultural policy?

As a concept, Policy points to the "regularizing features of politics" that include the coordination of acts and standards and improving the inclusion and separation of activities (Palonen, 2003). The short definition of policy is when the concrete, regularizing element of organizing things and acts are indicated by policy, 'culture' as a conceptual concept must be reified in some sense to analyze it on the same level (Pyykkonen and others, 2009). Cultural policy is articulated through fundamental rights such as cultural rights, which are composed of financial, social, and educational priorities. In the 19th and beginning of the 20th centuries, cultural policy highlighted the social function of art, culture, and cultural legacy along with public education and knowledge. After World War II, the emphasis was placed on art progression and cultural organizations, as well as on opportunities for citizens to participate in culture. Current cultural policy is the result of a long development (Mukaan, 2009).

Cultural policies are intended to address and promote the cultural dimension of European integration through appropriate legislation and public financing. These strategies concentrate on the growth of cultural activities, education, or research by private businesses, NGOs, and individual EU (Schindler and Michael, 2013).

Some researchers believe that "cultural policy" is "a site for the production of cultural citizens, with cultural industries providing not only a range of representations about themselves and others but also a series of rationales for particular types of behavior (Lewis and Miller, 2003).

The cultural policy describes as "cultural politics", which extends its remit to cover the functioning of the marketplace, usually in terms of admonition. In many cases, it also mentions the increasingly vigorous claims of "cultural civil society" Furthermore, a great deal of "cultural theory" often proves itself in terms so abstruse and convoluted that it is hermetic to the political audience (Yudhishthir Raj, 2009).

Cultural policy is firmly linked to several other national policy areas, including education, economic, social, environmental, employment, integration, regional, tourism, and foreign policy (Riigikogu, 2015). Cultural policy is especially important to these factors, as one of its objectives is to promote particular identities and, therefore, to shape fully socialized, compliant people, who share common tastes and functions (McGuigan 2004; Miller and Yudice, 2004). Of course, among the interests of the government, the mobilization of people for suitable reasons is inappropriate — and the avoidance of unsuitable ones (Lewis and Miller, 2003).

Policymakers meet three further interconnected trials, each requiring a logical response. Firstly, the challenge of a transversal approach involves different agents (public authorities at different levels of government; the private sector; civil society) and different areas of action such as tourism, education, the environment, foreign affairs, and labor, among others. Secondly, the need to develop conceptual tools that address strategic long-term issues, in other words, to provide the information needed for some indicative planning of future policies, particularly as regards the organization of cultural production and consumption. Thirdly, the need for new public participation infrastructures to sustain sufficient momentum in favor of this holistic approach, in other words, a more open and democratic form of decision–making (Pratt, 2005).

Cultural policy has developed in interaction with international actors. The international conventions and treaties on culture are mainly concerned with the promotion of human and cultural rights, the diversity of cultural heritage and expressions, as well as copyrights (Grahn-

Laasonen, 2017).

The development of cultural policy issues as an idea of activity starts with creative thoughts, created by methods for material and rhetorical works on, causing about complete qualified items. Social speeches have a specific status in the emblematic translation of reasonable exercises. Descriptive contraptions are utilized to define how important encounters are recorded in social activities to get part to imaginative acts of people, in social communications, and in political conversations which depend on how governmental issues of culture as a specific subject are defined. The circle of culture has been ordinarily confined to expressions of the human experience in the social approach discourse, similarly as the political area has been limited to the institutional strategy system. As a concerning social approach, the job of this structure is to facilitate open organization and to save the equalization of framework-based requests in the field of human expressions (Ahponen & Kanga, 2004).

Cultural policies evolved naturally from sources such as philosophy and history, faith, and courts but were brought to their conceptualization after the Second World War. The consequences of destabilized social relationships and the realities of inhumanities brought to light the need to recognize and control cultural policy growth and mutual understanding. During the 21st century, however, the cultural field in modern times drastically diversified: urbanization, mass media, communications, globalization, technological development, new visions of arts, and new forms of art demanded new solutions and approaches to the traditionally perceived definition of Arts and Education (Gajic, 2011).

The twentieth-century concept of cultural policy was targeted upon a comparatively slim theory of culture-referring to practices that are principally approximately communication, meaningful change, and pleasure. Cultural studies start with the opposite attitude when seeing regular expressions as the maximum significant material for cultural practices, which are materialized in different forms of popular culture (Foucault, 2000).

Cultural policy has developed in interaction with global performers. The universal conventions and treaties on subculture are mainly involved with the merchandising of human and cultural rights, and the variety of cultural heritage and expressions, as well as copyrights (Grahn-Laasonen, 2017). Policymakers meet three further interconnected trials, each requiring a logical response. Firstly, the challenge of a transversal approach involves different agents (public authorities at different levels of government; the private sector; civil society) and different areas

of action such as tourism, education, the environment, foreign affairs, and labor, among others. Secondly, the need to develop conceptual tools that address strategic long-term issues, in other words, to provide the information needed for some indicative planning of future policies, particularly as regards the organization of cultural production and consumption. Thirdly, the need for new public participation infrastructures to sustain sufficient momentum in favor of this holistic approach, in other words, a more open and democratic form of decision–making (Pratt, 2005).

The general goal of cultural policy in the field of culture and cultural development is macro-social indicators such as population index, social participation, political welfare, health education, and social harm are all a type of cultural policy. In essence, enhancing cultural strategies to achieve desired ends, such as participation, heritage, and cultural identity, is what cultural policy-making is all about. We have short-term and long-term planning to achieve these goals.

The objective of cultural policy

The objective of cultural policy is to create a society that values creativity by preserving and improving national identity; studying, storing, and conveying cultural memory, and fostering conditions for developing a lively, open, and versatile cultural space and participation in culture (Riigikogu, 2014).

The principles of shaping and realizing the cultural policy

The state promotes cultural growth and increases the accessibility of diverse cultural events for both creators and participants.

It must be considered while arranging the field of education that to secure a new generation of cultural participants, it is critical to begin amassing culture-related information and abilities at a young age.

Higher education in culture must be based on the needs of the job market and demographic change, as well as being internationally competitive.

The state must ensure that persons with special needs have better possibilities to participate in culture by taking their needs into account while creating and upgrading cultural infrastructure and by supporting initiatives and programs that involve people with special needs (Riigikogu, 2014).

Priorities in specific areas: Culture can be implemented more efficiently in some specific areas.

As just namely is mentioned here, each can be explained deeply in later research areas. Architecture. Design. Performing arts. Filmmaking. Music. Literature and publishing. Visual arts. Cultural journalism and media. Cultural diversity. Heritage conservation. Museums. Libraries. Folk culture (Riigikogu, 2014).

Strategies and framework of cultural policy

Strategies in the field of cultural policy arrangements have been affected by endeavors to keep up harmony among single and comprehensive methodologies. Most of the cultural policy strategy has been comprehensive in the sense that the field of formal cultural policy has been extended by including new types of activities and areas in the field of publicly subsidized and therefore officially supported art. By exclusive strategies, we mean definitions that utilize subjective criteria to figure out what sort of "craftsmanship" or "culture" doesn't merit open help and is along these lines left without the aptitude presented regard. In comparison, inclusive methods are used to carry younger "species" into the cultural domain. In the current situation, we can see multiple sub-fields within the region with different intentions regarding cultural politics (Ahponen & Kanga, 2004).

Cultural politics issues additionally include the social aspect because social exercises cannot be associated with society without being directed by affiliations, associations, and organizations. Cultural organizations have been significant entities in the organization of the way cultural activities are conducted by public means (Ahponen & Kanga, 2004).

Cultural priorities in all nations around the world include improving cultural identity, maintaining cultural heritage, increasing cultural engagement, and facilitating international cultural cooperation. What is certain is that culture isn't equal everywhere, and there are great differences and similarities between different countries ' cultures, that's why there are different types of cultural policies that might be adopted by every user to achieve the objectives. As a result, the way of life is considered to consist of many complicated parts, several of which might be emphasized in the classroom, while others are not. Moreover, this lack of a standard definition leads to a department of subculture in terms of pleasant arts, history, and geography that doesn't express the full scope of features included inside the subculture (Moeller, 2012).

The formation of the EU Commission with a cultural agenda indicated that the EU should not only be concerned with the economy; as the EU grew, new issues emerged and became increasingly diversified in all fields. The goal of economics was replaced with other issues, one of

them being culture. According to the European Agenda for Culture, the culture has found a place in the EU's transversal politics within the action plan and strategic objectives.

The overall purpose of cultural policy is to assist society in progress to a point where its citizens recognize civilization and culture and strive to preserve and extend it to help society progress to a better life and spiritual perfection by being aware of the culture of other countries.

Conclusion

By studying through other researchers' theories, my research attitude is that Education, economic, social, environmental, employment, integration, regional, tourist, media, language policy, and international policy are all intertwined with the cultural policy, in addition, to providing information for some preliminary policy planning, especially in the domain of cultural production and consumption must be implemented which is close to Riigikogu's idea and Pratt that he has come up to the same conclusion.

The following is a list of the results of the survey conducted by the Psychological Association. Firstly, cultural policy-making is a complex and multi-layered matter. Nowadays, under the political and economic conditions and the expansion of communication and information technologies, it is no longer possible to claim that cultural actions are guided and controlled by a single institution. Regardless of the motivation or goal behind cultural policies, the second argument is that creating cultural policies is a contemporary phenomenon. These regulations mix a distinctive quality with social modernity. In other words, cultural politics employ contemporary means and modern rationale to forward their objectives.

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VP Hypostasis Meets Facebook

words that surround us every day influence the words we use. Simpson (2014) [1]

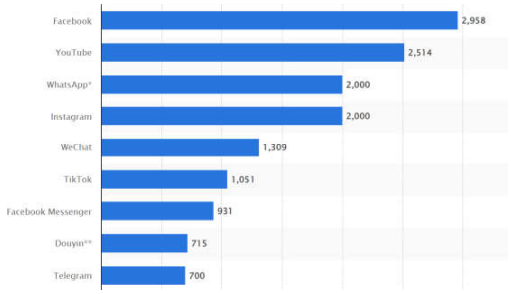
ABSTRACT

The internet, as a new and exponentially growing medium of language production, creates the frames of critical revision of previous ideas about written and spoken language and social contexts of their use. The regularities of spontaneous speech in the communicative types of social media can be empirically collected on a significant scale and in a representative manner.

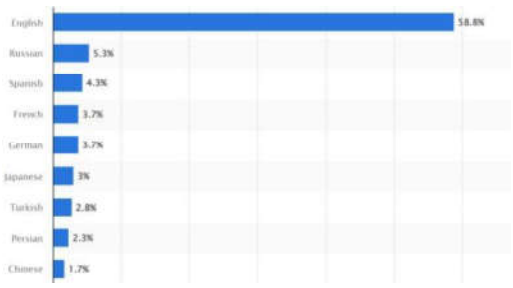
Keywords: *Internet, VP hypostasis*, *medium of language production, communicative types*

The content produced on the internet and for the internet is mainly divided between the social media, in which Facebook takes the leading role and English is in the unchallenged first position among the most frequently used languages. (Chat 1.)

Chat 1. Internet languages and platforms (2023)[2]



Most popular social networks worldwide as of January 2023, ranked by number of monthly active users(in millions)



Languages most frequently used for web content as of January 2023, by share of websites

[1] Simpson, J. (2014). Oxford Dictionary. Oxford University Press. Retrieved from http://blog.oxforddictionaries.com/2014/06/social-mediachanging-language/
[2] https://www.statista.com/, (8.08.2023, 7:20).

It has been observed that in social media not only other forms and dynamics of communication are created, but also new linguistic structures are transcribed.

> „*One oft he results oft he rise of sites such as Facebook ist hat they have transformed the ways in which people can interact. They do not simply offer an alternative way of engaging in the same forms of communiacative interaction that were available prior to their emergence; they also provide a number of notably different communicative dynamics and structures*."[3]

The amount of VP hypostasis found in Georgian-language Facebook provides evidence for the assumption that the social media language is a favourable environment for generating and using such structures. The question of the pragmatic aspects of the use of VP hypostasis designs the problem of interactive context as well as the media of communication. Can spontaneous, unplanned and written language, such as social media language, account for the initial creation, use and usualisation of VP-hypostasis? What role does the actual morphosyntactic structure of standard language play in this?

VP hypostasis is defined as a finite clausal construction that can occupy either of two possible structural positions in the noun phrase. It can occur in the syntactic roles of the head noun or the subordinate member of the head noun. Its internal syntactic structure is not what it represents externally. The VP hypostasis represents the morphosyntactic operationalisation of the finite clause for the syntactic positions within the noun phrase.

(Geo) Source: facebook

1.1



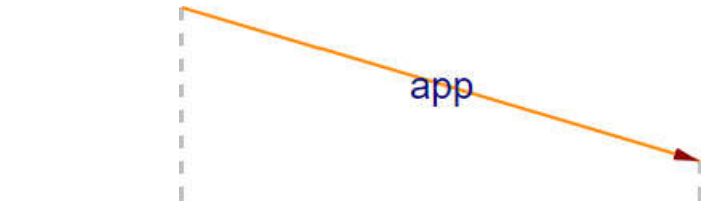
1.2



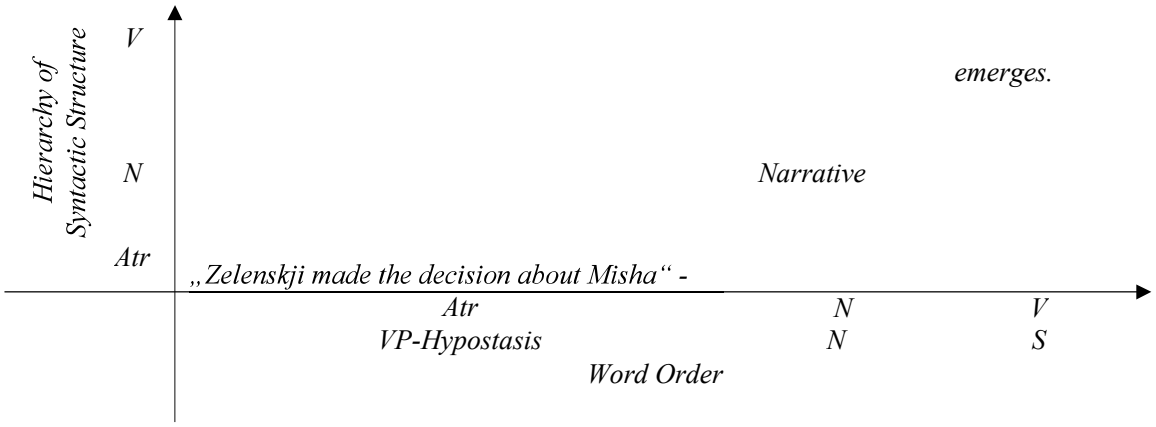
[3] Seargeant, P. C. Tagg (Ed.) (2014) The Language of Social Media: Identity and Community on the Internet. Palgrave Macmilan. New York. P. 2.

zelensḳim gadacḍveṭileba miiġo mišas gamo - naraṭivi			šendauka xalxia ra			
zelensḳim	gadacḍveṭileba	miiġo	šen	dauka	xalxi-a	ra
*Zelenskji*Erg	*desision*Nom	*made*Past.3Sg	*you*ERG	*play*Imp2Sg	People-CopPres	Part
mišas	gamo -	naraṭivi		Adhortativ		
*Misha*Dat	about	*Narrative*Nom	(They) are come-on-(and)-play people.			
„Zelenskji made the decision about Misha“ - Narrative.			(In sense of) Thay are funny, frivolous people.			

In example 1.1, there is a noun phrase to which a finite clausal construction is subordinated:

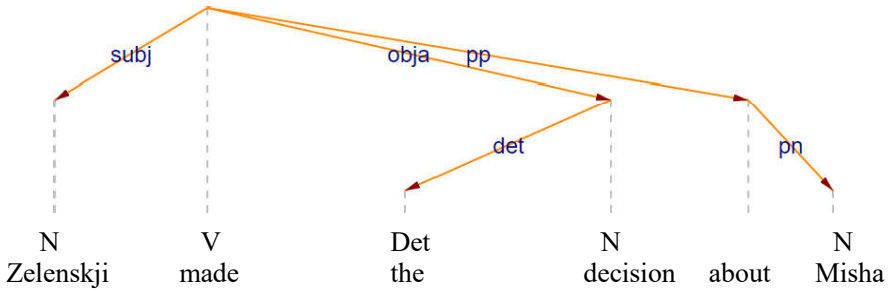


The head noun "Narrative" in 1.1. governs a sentence construction within the framework of the noun morphology of Georgian (nominative, singular) and is itself built into a higher-level sentence construction as the subject of the sentence. Below and above the head noun in the syntactic hierarchy are morphologically identical constructions which have syntactically different statuses (Chat 2.).



Chat 2. Linear and hierarchical dimensions of construction with VP hypostasis.

However, the syntactically subordinate member can be analysed context-free with a higher syntactic status than NP:



In example 1.2. the analysis for 1.1. can be adopted identically. However, two important characteristics of VP hypostasis are added here: a. The cultural background of the phrase in the imperative is necessary for the interpretation.

VP hypostasis can be considered on two levels. At the morphosyntactic level, VP hypostasis represent remarkable structures that organise the overlapping of syntactic and morphological rules differently depending on the particular language. In Georgian, VP hypostasis can occur both as subordinate members of the NP and the head noun itself. The latter is especially the case when VP-hypostasis is a rendering of foreign speech or an ellipsis. In such cases, extra-linguistic information is necessary for coherent semantic interpretation. This property of VP-hypostasis creates the second -application- oriented, pragmatic- dimension of consideration. Especially in the context of social media language, VP hypostasis appear as triggers and indicators of certain social discourses. The discourse-linguistic function of VP-hypostasis, which is the least studied, makes the usage aspect clear: VP-hypostasis are particularly well suited to encode the semantic focus of discourses or to make discourses accessible. Without the knowledge of discourse, VP hypostasis remain semantically difficult to interpret. In the social media, VP hypostasis can also mark a part of the network (the bubble) and only function in the discourses within the network part.

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Peculiarities of Diverse Audiences and Some Issues of Language Teaching

ABSTRACT

Teaching Georgian as a second language implies the use of generally known and proven methods of teaching a foreign language. However, there is no universal method of language teaching. In all cases, it is necessary to take into account the specificity of the target language and the interests, goals, motivation, abilities and background knowledge of the language learning group.

In recent years, the number of Georgian language learners from different countries has increased considerably. These are Turks, Turkmens, Kazakhs, Poles... This process was accelerated even more during the Russia-Ukraine war. In Georgia, especially in Batumi, many Ukrainians and Russians of different ages have expressed their desire to learn the Georgian language. Most of those listed (and not only) want to continue their studies at Batumi State University.

Learning the Georgian language requires a special approach in a diverse audience, who do not understand each other, have different cultures, religions and beliefs. Such an audience is characterized by peculiarities. Managing a different audience requires much more work, responsibility and consideration of the group's interests on the part of the teacher. It is quite difficult for the teacher to convey the material to each student of a linguistically mixed group without distracting any of them.

It is known that the learner of a new language perceives and remembers the information received best by sight.

When explaining new material to a diverse audience, it is useful to use visual aids for presentation, which significantly helps the listening and understanding of information. In the Georgian university space, the most common of them are slide show, blackboard, flipchart and handout.

Among the presentation aids, we consider handouts to be the most acceptable form of presentation aids for ethnically mixed groups who are users of different languages and sit in the same audience at the initial stage of language learning.

It is necessary to take into account the time factor, the moment of embarrassment, and most importantly, the goal of the teacher - new vocabulary and phrases should be mastered by everyone in the same way, under equal conditions. At this time, the teacher uses the theses paper, the so-called Handout. It is distributed in printed form to all members of the audience. "Its main purpose is to prepare the listener to listen to the presentation, to make it easier for him

to understand the information and not to need to write down the information while listening."
Printed material is a reliable friend to the language learner. The listener feels calmer. If we make the handouts visually pleasing, the teaching process will be even more fun. In addition, the handout should be written in a short, large font. It is better to provide a few pages in a short format rather than overloaded material.
In the report, we will talk about several issues of language teaching in a diverse audience.

Keywords: *second language, method, audience, characteristic, globalization.*

Introduction

Teaching Georgian language as a second language means using all well-known and proven methods of teaching foreign languages, as there is no universal method of teaching a language. In all cases, it is necessary to take into consideration the specifics of the target language, the interests, goals, motivation, abilities and background knowledge of the language learners.

In recent years, there has been considerable increase in the number of Georgian language learners. They are mostly the inhabitants of Turkey, Turkmenistan, Kazakhstan and Belorussia. This process was much more accelerated under conditions of Russian-Ukrainian war. Many Ukrainians and Russians living in Batumi (Georgia) expressed their desire to learn Georgian as a foreign language and continue their study at Batumi Shota Rustaveli State University. I would like to mention that the choice of the topic for presentation was determined by the reality. Teachers teaching Georgian as a second language have to work with mixed groups and it may cause a number of problems. Educational programs preparing foreigners in Georgian should prepare students for interaction in the university space, which automatically implies that representatives of different ethnic groups should receive undergraduate education.

Main part

Teaching Georgian language in mixed groups requires a special approach from a teacher. Language learners do not understand each other. They belong to different cultures and have different political views. Language learners always differ in age, gender, motivation, culture and political beliefs. Such audiences have their own peculiarities and their management requires much more work and responsibility from the teacher. The teacher should take into consideration each learner's interests and give equal attention to each language learner.

In 2022-2023 academic year, youngsters from Turkey, Turkmenistan and Russian were enrolled in the Georgian Language Teaching Program of the Continuing Education Center operating at BSU. At the lessons Turkmens and Russians communicated in Russian, while Turks and Turkmens

communicated in Turkish. Multilingualism caused misunderstanding between language learners. Later, new groups were added. The groups were composed by Ukrainians and Russians (12-12 students in each group). At the beginning of the course, I had a fear of managing the classroom effectively, as the learners were from the countries that were at war. There were several cases of tension but I managed to communicate with them. It is also true that sometimes I had to refrain from some topics (my country, my city, relations between neighboring countries) provided by the course.

Teachers of a second language should avoid topics causing different opinions. The learners should respect the language and culture which they study and at the same time respect the diversity of the group. The aim of the language learners should be one: a thorough study of a foreign language.

Diversity is the main characteristic of Georgia as a multilingual country. "Variety is recognized and accepted as a part of linguistic development" (Coyle, Hood, Marsh, 2016: 35). Diversity is a positive and interesting process, but it may cause a lot of problems in the society as well. It is especially evident in ethnically diverse audiences where people of different views and approach interact and learn at the same time.

The continuous process of globalization automatically means adaptation to diversity. So, there is a risk of working in the same classroom where people are completely different or politically unacceptable to each other. Of course, we should take into account formal environment and interests of language learners. We share Muriel Savillier-Troike's point of view: "Sociolinguists can use social, economic and political differences and their experiences in terms of interaction as the basis for the difference between learners" (Troike, 2010:5).

In a mixed audience, there is always an emotional and psychological background, which naturally affects the proper management of the learning process.

In the report, I will focus on several issues of language teaching in mixed audience conditions.

Meeting with familiar vocabulary:

At the initial stage of teaching, I provide language learners with international words (university, professor, student, bank, telephone, Internet, cafe, restaurant...). This is the first step to overcome the difficulty and the fear of learning a new language.

Meeting with familiar vocabulary is considered to be one of the interesting processes in language learning. The planning of each new lesson is based on the previous one, and the more familiar words the student encounters in the new material, the higher is the degree of satisfaction. At this time, the teacher often repeats the phrases: "You already know these words", "These words are known to you", etc.

The acquisition of a new language is determined, first of all, by the richness of the vocabulary. It

is quite difficult for a non-Georgian speaker to use word-forms correctly (inflectional forms of nouns, verb forms, adverbs, syntagms created by the relationship between a name and a verb, etc.), but the fact that Georgian language learners have a special vocabulary means a lot. In connection with this issue, I will give an example of one of my students, a young man of Russian nationality. He is a programmer by profession and is interested in learning Georgian language. After 3-4 months studying Georgian, he started reading Georgian stories in original. The stories were intended for school age, particularly for 6-7 year old students ("Candy Country," "Travelling in Candy Country"). This initiative of his was motivated by pure professional interest - he wanted to know how many Georgian words he knew and how many were more or less known to him; This list of words included all word-forms (nouns and verb forms). A language learner read a text in original, underlined familiar words and asksed questions, if needed. This process appeared to be very pleasant and fruitful for him. His interest increased and at present he knows at least 1500-2000 words.

I consider memorizing similar words as one of the practical methods of enriching the vocabulary. Here I highlight:

a) **words that differ in one sound:** კარი-ქარი-ლარი-დარი (kari-qari-lari-dari); დაფა-ფაფა-ტაფა (dafa-fafa-tafa); ბიჭი-ნიჭი (Bichi-nichi); ვაზა-ვაზი (Vaza-vazi); სული-ფული (suli-fuli); თბილი-რბილი (tbili-rbili); კბილი-ტკბილი (kbili-tkbili); ძნელი-ძველი (zneli-zveli); საშლელი-სათლელი (sashleli-satleli….). I believe that during the so-called "alphabet period" it is desirable to enrich vocabulary with the words having identical sound forms but being semantically different.

b) words with a similar sound composition or a common root: ყვავი-ყვავილი (kvavi-kvavili); მაღლა-მაღალი (maghla-maghali); დაბლა-დაბალი (dabla-dabali); ახლა-ახალი-ახლოს (akhla-akhali-akhlos); ყური-საყურე-ყურება (kuri-sakure-kureba); ფული-საფულე (fuli-safule); პური-საპურე (puri-sapure); კალამი-საკალმე (kalami-sakalme); სტუმარი-სასტუმრო (stumari-sastumro); ექიმი-საექიმო-ექიმობა(ekimi-saeqimo-eqimoba); მეგობარი-მეგობრობა (megobari-megobroba)...

c) Learning synonymous phrases:

My name is - I am (me mkvia-me var- chemi sakhelia)

I have a telephone - This is my telephone (me maqvs telefoni/es chemi telefonia)

Where is it located? Where is it? (sad mdebareobs? / sad aris?)

For non-Georgian speakers, it is difficult to match the third person form of the verb in the present tense with the pronoun "mas" (he/she). They easily learn phrases: she (Nino) goes, she (-

ნინო-Nino) calls, she (**ნინო**-Nino) lives, etc., but they have difficulty in learning forms like: **ნინო-ს** უყვარს (Nino loves), **ნინოს** ჰყავს (Nino has); Georgian language learners not very easily learn syntagms formed with the pronoun "mas" (he/she): she/he has, he/she loves. I think that it is possible to write down those verbs, mainly verbs of active use, which arrange the subject in the dative form, and then say: where there is third person pronoun "mas," the corresponding subject will have the suffix -s as well: **ma-s** aqvs – **Nino-s** aqvs, **ma-s** ukvars-**Nino-s** ukvars.

We teach non-Georgian speakers not only language, but also culture, manners of behavior in the audience, polite forms. In a diverse audience, we deal with people of different cultures, but our goal is to share each other's cultural ideas, knowledge, values: "A group of people form a hierarchy of values, however, this hierarchy of values can change over time..." (Tabatadze, Inasaridze, Chachkhiani, Kiria, 2010:7). It is proven to teach parallel phrases at the same time: rogor khart? – rogor brzandebit? – rogor gikitkhot? Adeqit!-abrzandit! Daskhedit!-dabrzandit! Modit!-mobrzandit!, tsadit!-tsabrdzandit! Vin khart?- vin brzandebit?, sad khart?-sad brzandebit?

When explaining a new material to a diverse audience, it is helpful to use visual presentations. "It is believed that out of the five basic senses (sight, hearing, taste, smell and touch), a person perceives and remembers the information received by sight the best. The use of visual aids for presentation is useful and contributes to the listening and understanding of information (Basics of Academic Writing, 2018:201).

The usage of Slide-show, blackboard, flipchart and handouts are the most common in the Georgian university space. But with ethnically mixed groups the most acceptable way to teach Georgian is to use handouts. New vocabulary and phrases should be mastered by everyone in the same way, under equal conditions. At this time, the teacher uses handouts. It is distributed in printed form to all members of the audience. "Its main purpose is to prepare the listeners for the presentation, to make it easier for them to understand the information and not to write down the information while listening" (Basics of Academic Work, 2018:207).

Printed material is a reliable friend to the language learners. The listeners feel calmer. If we make the handouts visually pleasing, the teaching process will be even more fun. In addition, the handout should be written in a short, large font. It is better to provide a few pages in a short format rather than overloaded material.

Students of the one-year educational program of training in the Georgian language and students of the Georgian as a second language program continue their studies at the bachelor's level after completing the preparatory level. In the first semester of the first year, all the faculties of the university learn the subject - "Basics of Academic Writing." It is quite natural that a non-Georgian

speaker, after completing a one-year training program, finds it quite difficult to listen to, understand and do tasks. In this regard, Georgian language learners will be helped by presentation aids, handouts, which, in turn, will prepare them for the basics of academic writing.

One of my Ukrainian students created two groups of colorful handouts. The first were the forms of the verb "to be" and the second were the forms of the verb "have". He also created schemes of personal and possessive pronouns. As he says, visual aids are effective for him as a new language learner. This is how the so-called “portfolio” is created.

We consider the cooperative teaching method to be the most important among the teaching methods tested in the non-Georgian speaking audience. We not only teach, but also learn from our students. It is evident when working with both groups and individuals. People of different professions are objects of observation for us. Every learner has different goals and desires. They dictate what method should be used in the teaching process. As it is known, “cooperative learning and teaching is one of the most effective teaching methods. Practice shows that cooperative learning/working in groups significantly:

• improves the student's academic achievements;

• develops the student's social and communication skills;

It promotes the active involvement of each student in the learning and teaching process" (Tabatadze, Inasaridze, Chachkhiani, Kiria, 2010:59).

During my work career, I had contact with many interesting learners of Georgian language. But I will single out one Ukrainian, who is a sailor by profession and who is learning Georgian language enthusiastically. He is helpful to me. His method is to focus on the object, i.e. the new language. For 25 minutes, the language learner forgets about the outside world and turns all his attention only to the material to be studied - learning new words and phrases. This method is acceptable both when learning a new language and for any group work, especially if the audience is ethnically mixed.

Concluding

Thus, learning a new language is always accompanied by difficulties. On the one hand, success depends on the skills and responsibility of the language learner, and on the other hand, the teacher's correct management of the audience and learning process.

In Georgia, as a multilingual and culturally diverse country, great importance is attached to the issue of raising the knowledge of the state language and also to the interest of foreigners in our language.

The multi-component and large-scale campaign launched on the initiative of the State Minister's office and with the financial support of the Ministry of Education and Science under the name - "Georgian language unites us" is completely timely and welcome.

Learning the Georgian language needs promotion, support, diverse opportunities and language learner-oriented programs.

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

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 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, 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.

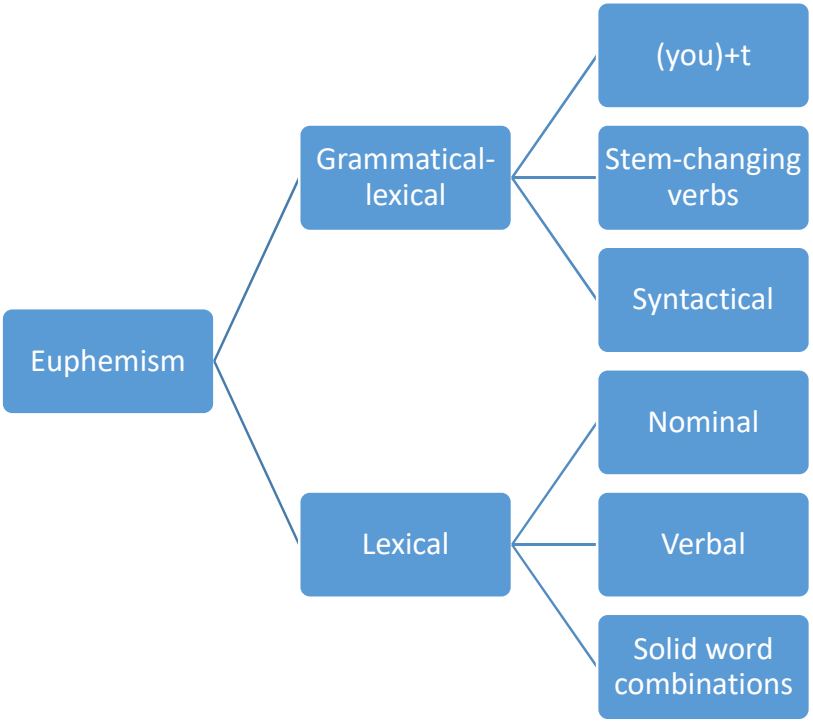
2. Common euphemisms: At the initial level, the learner should be introduced to some common euphemisms in the target language that are widely used and found in everyday conversations, such as euphemisms for death, and expressions related to personal needs and health. We should use examples to make sure 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. L**evels 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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The Effects of the Pandemic: The State, Citizens, and Ways of Communication

ABSTRACT
The paper explores the impact of the pandemic on ethnic minorities and how locals perceived the state's response. One of the significant effects of the COVID-19 pandemic was the direct engagement with state institutions, resulting in a novel interaction experience. The pandemic essentially revealed the role of the state during times of crisis, exposing its vulnerabilities and deficiencies. Crucial national decisions were formulated and executed by the state.This study will examine the subject of ethnic minorities in relation to the perception and understanding of the Marneuli and Bolnisi districts across the nation when these areas were designated as quarantine zones due to the COVID-19 outbreak. Furthermore, the paper will analyze the severity of communication and language barriers in regions densely inhabited by ethnic minorities, drawing on James C. Scott's term "legibility" to describe the relationship between the state and ethnic minority group.
Additionally, this paper will address the response of the local population to the stringent measures implemented by the state, such as lockdowns and restrictions. It will explore the methodologies and forms of protest employed by the residents of these districts to express their discontent. The study will also assess the outcomes of these protests and the level of organization they exhibited. Furthermore, an analysis of the strategies adopted by the population to coexist with the pandemic and adhere to state regulations will be conducted.

Keywords: *Covid Pandemic, Marneuli, Ethnic Minority, State Language, Lockdown*

Introduction

The COVID-19 pandemic, as a global phenomenon, has profoundly impacted virtually every facet of life. It has served as a lens through which we have gained a deeper understanding of the issues and challenges facing modern Georgian society. In addition to the virus itself, the pandemic has provided a unique opportunity for us to engage with state institutions and assess our perceptions of them. Notably, it has underscored the pivotal role of the government during crises, illuminating both its strengths and weaknesses in decision-making and execution (Lehtinen M & Brunila T 2021). Managing the pandemic has made the state's presence more palpable and concrete (Nyers 2006). This situation has accentuated the issues surrounding public perceptions of the state, particularly among specific groups who had seldom encountered such circumstances. Since the dissolution of the Soviet Union, diverse segments of the population have interpreted the state in various ways, often resulting in confrontational debates. Meanwhile, the independent Georgian state has struggled to convincingly

convey the possibilities inherent in equality and equal rights to its citizens (Zviadadze, Jishkariani 2018).

The issue of equality took on particular urgency during the pandemic, exemplified by the lockdowns imposed on two regions predominantly inhabited by ethnic minorities—Marneuli and Bolnisi. Ensuring equality, communicating effectively with its citizens, and curbing the spread of the virus became imperative tasks for the Georgian state in the context of COVID-19. This reality, which transcended the mere management of a pandemic, prompts reflection on the arduous and protracted journey of ethnic minority integration into Georgian society. It also highlights the state's weaknesses and its occasional inability to safeguard the well-being of its citizens adequately. Examining our experiences within the COVID-19 quarantine spaces will deepen our understanding of a society that has, at times, been regarded as foreign, alongside the virus.

This article seeks to delineate the role of the state during the pandemic and how specific decisions and actions were perceived within the Azerbaijani community. To achieve this, I will draw upon examples from events unfolding in Marneuli. It is instructive to observe how the state manifested itself during times of crisis, the expectations placed upon it, and the outcomes it delivered. This exploration also delves into the response of Georgian society when confronted with the threats posed by the virus, shedding light on our ability to address pandemic-related challenges as they resurfaced with increased urgency. Furthermore, this article aspires to offer a conceptualization of place and territory, unraveling what sets Marneuli apart from other regions or the nation as a whole. Why, on 23rd March 2020, was Marneuli subjected to lockdown measures? To answer this question, we must first comprehend how Marneuli is perceived within Georgian, Armenian, and Azerbaijani societies and how these perceptions shape notions of self and otherness. Subsequently, we will dissect the rationale behind the state's decision to designate Marneuli and Bolnisi as quarantine zones. Was such a measure necessary, inevitable, or intrinsic to the state's response? Of particular interest is the consideration of whether this moment can be characterized as a "state of war," where the demonstration of power becomes a matter of political ontology. How does the state harness the metaphor of war to manage collective anxiety? The pervasive sense of insecurity and unease transforms into fear, a sentiment that is more amenable to control and manipulation. Lehtinen and Brunila, in their collaborative work on the political ontology of the pandemic, endeavor to elucidate how the state's adoption of a war-centric framework can lead to expressions of racism, where individuals from different nations and minority groups are portrayed as "enemies" and "threats" alongside the virus (Lehtinen M & Brunila T 2021).

Additionally, this article will scrutinize society's response to the state's stringent measures, including lockdowns and restrictions. What forms of protest did society employ to articulate its discontent? To what extent was this protest organized, and what tangible outcomes did it yield?

Moreover, we will explore how the populace adapted to coexist with the pandemic and the regulatory measures implemented by the state. In this context, we will also touch upon one of the cornerstone elements of Azerbaijani culture—the wedding— which faced severe restrictions during the pandemic. The underground celebration of weddings, particularly during a specific phase of the pandemic, can be interpreted as a reaction to state sanctions, among other forms of protest.

In the concluding section of this article, we will synthesize the insights gleaned from the convergence of the state and the virus in Marneuli, considering the lessons learned from their interaction. Furthermore, we will delve into the process of integrating the Azerbaijani community into Georgian society within the framework of the pandemic's reality.

Research Methodology

The research methodology employed in this study encompasses both ethnographic research and a review of existing scientific and periodic publications. To specifically address the research objectives, I conducted eight in-depth interviews with individuals who played a pivotal role as "mediators" between the state and the population during the pandemic. These mediators were tasked with addressing issues that neither the state nor the citizens could manage in isolation. Throughout the pandemic, these respondents actively voiced the concerns of Marneuli residents, effectively bridging the communication gap and mitigating the damage inflicted on the local community and Georgian society for various reasons. These individuals served as primary sources of information, offering insights into the hardships and experiences induced by COVID-19 regulations within the minority-populated region.

It is worth noting that the interviews were conducted exclusively in the Georgian language. Six of the eight narrators are of Azerbaijani descent and acquired proficiency in the Georgian language later in life, after their childhood. The remaining two respondents represent ethnic Georgian and Armenian communities residing in Marneuli, adding diverse perspectives to this study. Two of the six Azerbaijani narrators do not currently reside in Marneuli but maintain close ties to the community through their activism. Additionally, it is pertinent to mention that this research commenced after the pandemic had concluded. Nevertheless, I have been engaged with the Azerbaijani community in Georgia for over a decade, both professionally and personally. I have closely observed the challenging process of their integration, including my involvement in teaching the Georgian language to Azerbaijani and Armenian citizens of Georgia, as well as administering the "1+4" Georgian language program at TSU, which continued during the pandemic. Hence, my personal reflections contribute to the research presented in this article, making me a participant and narrator of these pandemic narratives.

The high degree of openness and honesty exhibited by my respondents can be attributed to the fact that I have known half of them for many years. Several factors guided the selection of these narrators. In addition to their direct connection to Marneuli, I sought to ensure diversity in experiences to offer a comprehensive perspective. One of the narrators had previously worked at the local self-government within Marneuli city hall during the pandemic, serving as the conduit and representative of state policies to the local population. To protect their privacy, this narrator's name will be anonymized when quoted, while the other narrators will be acknowledged by name, despite the sensitivity of the topic.

Beyond the ethnographic research, which entailed fieldwork in Marneuli and its surrounding villages, I conducted interviews with 30 residents of Marneuli using a bilingual questionnaire. The questionnaire was designed to elicit their experiences during the pandemic and the Marneuli lockdown, and respondents were encouraged to share openly and anonymously. This research aimed to validate the narratives and perspectives expressed by my narrators in their interviews.

In terms of the theoretical framework, the study aligns with James C. Scott's concept of "legibility" in the context of state-local community interactions. In this context, "legibility" refers to the clarity and comprehensibility of a given situation, which enables the state to exert control, manipulate, and exploit. When a state encounters difficulties in managing certain territories due to a lack of understanding of the local population and their unique characteristics, it may resort to increasing legibility. James C. Scott discusses scenarios where highly modern ideologies-driven state institutions fail to subjugate extensive territories in the name of technological progress or other imperatives, such as the pandemic. Scott identifies four key factors at play when advanced technologies, particularly during the pandemic, clash with local knowledge and experience, which he terms "Metis." Metis, borrowed from Greek mythology, represents local knowledge grounded in empirical evidence, complexity, and a deep understanding of coexistence with the local ecosystem—wise and cunning. During the pandemic, the state imposed lockdowns on territories it deemed less legible, aiming to enhance predictability through control. In this context, the state assumed the role of an administrator, exerting authority over society and nature, grounded in a sense of self-assuredness and the ethos of technological progress and legal authority. It selected relatively "weaker" civil societies, where its control was less widespread. This perspective frames the 2020 pandemic in Georgia, highlighting the state's encounter with Marneuli and Bolnisi residents in the Georgian language context.

The Emergence of COVID-19 and State Decisions

Similar to the rest of the world, the arrival of the novel coronavirus, COVID-19, in Georgia was met with significant resistance and varied interpretations. Expectations regarding the virus's spread began to solidify around mid-February 2020. As the global dynamics of the virus became increasingly evident, it was reasonable to anticipate its arrival in Georgia. Public discussions concerning remote learning capabilities and other preventive measures to curb the virus's spread served as indicators of this growing awareness. Reports of the lockdown in Wuhan, China, had already circulated (Radio Liberty 2020), and media outlets had portrayed the dire situation in Europe, particularly Italy (Kunchulia 2020; Matitaishvili 2020). As the virus's geographic footprint expanded, the central question at that time revolved around when, from where, and by whom the virus would be introduced to Georgia.

The identification of the first COVID-infected citizen marked the beginning of a new pandemic reality. The identification of this individual went beyond mere medical interest and triggered extensive public discussions. The first report of a COVID patient in Georgia emerged on February 26th, 2020. The Minister of Health Affairs urgently announced this development, providing information on the expected risks to the country's population (Radio Liberty 2020). This announcement marked the initiation of a new and unfamiliar reality characterized by shock and drama.

The information gleaned from the identification of the first infected individual revealed several crucial insights:

- *Movement Trajectory: The first infected person's travel history indicated that they were a Georgian citizen who had visited Iran and returned via Azerbaijan. This information revealed that the infected individual was an ethnic Azerbaijani, infected in Iran. At that time, the Islamic Republic of Iran, a neighboring country, although not sharing a direct border with Georgia, was already perceived as a significant source of the virus by the Georgian media.*
- *Local Community Identification: The first COVID-infected individual in Georgia was found to be a member of the Azerbaijani community within the country. Ethnic minorities living in close proximity to one another often have limited proficiency in the Georgian language, which frequently results in their exclusion from current events. When it was revealed that the first COVID-infected patient was a 50-year-old Azerbaijani man, this information further accentuated his perceived "otherness" and the perception of him as a threat, with the virus compounding these factors. This revelation also gave rise to xenophobic sentiments within certain segments of Georgian society.*

- *Expectations of Worsening Epidemiological Conditions: The public's reaction to the news of the first infected individual foreshadowed the potential implementation of preventive measures such as lockdowns, quarantine zones, curfews, and other measures tested worldwide.*

The identification of the first patient and the subsequent identification of their travel history created an expectation that the virus might specifically target the Azerbaijani community. This expectation culminated in the government's decision to impose lockdowns on Marneuli and Bolnisi. As an ordinary citizen, one vivid memory from the pandemic was the sight of military personnel and checkpoints at the entrance to Marneuli. The association between the pandemic and a state of war had also become part of the rhetoric employed by world leaders. However, the deployment of military units to control certain territories altered the local understanding of reality. Isolating specific municipalities with the assistance of the military, labeling them as threats, equated them with the virus itself. This further exacerbated the perception among locals that they were isolated, sacrificed, and branded as "others." The militarization of the response contributed to heightened hate speech and increased alienation towards specific municipalities on a nationwide scale.

State Decision and Marneuli Lockdown

A visit to Camilla's community radio office in Marneuli, approximately two years after the pandemic's outbreak, provided valuable insights. Camilla, the founder of Radio Marneuli, considers her work essential for community integration and the country's development. She recounted her initial reaction to the pandemic announcement and the unfolding events in Marneuli. She emphasized the incredibility of COVID-19 at the time, as the virus was not taken seriously. In her view, Marneuli's lockdown was influenced by the perception that events in Georgia rarely concerned the Azerbaijani community. This sense of exclusion led to the belief that everything was happening elsewhere, even within Georgia. The physical proximity and psychological connection to the rest of the country were virtually nonexistent, according to Camilla.

The lockdown of Marneuli elicited panic and a feeling of oppression among its residents. A lack of information fueled the spread of misinformation, further exacerbated by hate speech, as documented in various reports (TDI). Camilla highlighted the hardships faced by individuals instructed to close their businesses and stay at home. She noted that these individuals had never depended on the state, viewing it as their last resort. The sudden imposition of closures and state promises to deliver essential goods created a sense of dependence on the government that was previously absent.

According to Camilla, the local community had limited interaction with the state, primarily

occurring when individuals reached pension age[1]. The absence of communication and collaboration between local government and the community radio station, which broadcasted in three languages, compounded the problem. The pandemic exposed the state's weakness in integration and communication with its citizens, eroding trust among the population.

Camilla's April 2020 interview shed light on the reasons behind anti-quarantine protests. She explained that the majority of Marneuli's population was self-employed, primarily engaged in agriculture. Quarantine measures and movement restrictions disproportionately affected them, as most relied on agricultural loans to sustain their livelihoods. For the first time, these individuals found themselves dependent on the state.

Kamran, who works for a non-governmental organization in Tbilisi, offered a critical perspective on the state's role in managing the pandemic. He possesses significant experience and actively advocates for the rights of ethnic minorities. Kamran emphasized Marneuli's significance as a center for ethnic Azerbaijanis in Georgia. It is a place where Azerbaijani culture, language, and community are prominent. According to him, the decision to lock down Marneuli for an extended period was not arbitrary.

Kamran speculated that the government may have believed it could not effectively control the situation in Marneuli due to language barriers and strained relations. The absence of media capable of conveying the Minister of Health Affairs' messages in the local language exacerbated the situation. He recalled a specific incident when the Prime Minister visited the barricades at Marneuli's entrance and assured the population that they had nothing to worry about. He emphasized the government's focus on agricultural products rather than the residents' health, creating the perception that the state prioritized products over people.

During the lockdown, people in Marneuli had limited access to Georgian news and primarily relied on Azerbaijani and Turkish channels. However, Georgian and Azerbaijani communities did not share the same information, contributing to a lack of awareness. Kamran acknowledged that skepticism regarding COVID-19 existed in Georgian-speaking societies, particularly in the early stages of the pandemic.

To illustrate the contrast between a punitive state and a caring one, Kamran recalls a request for help that his organization received from one of the villages in Marneuli. In this incident, a man who was unaware of the curfew regulations left his home to buy bread and was subsequently fined by the

[1] Low participatin levels and involvement in political life of ethnic minorities is evidenced by researches conducted around Georgia. Some numerous reports and recommendations speak about reasons to this, low level of knowing the state language, self-sufficient agriculture, stereotypical perceptions and Soviet legacy (The research on participation of ethnic minority representatives in political life, 2019) (Participation of ethnic minority representatives in political life remains a challenge, 2021) (Kakha Gabunia, Rusudan Amirejibi, 2021), (Melikishvili&Janiashvili, 2021).

state, an amounting to 3000 Lari. Kamran remembers this specific case as an example of a confrontation with the state, but it ultimately ended favorably as the fine was eventually annulled. However, based on his experience, such incidents should not have occurred in Marneuli. According to him, he encountered numerous individuals who had either been fined themselves or knew of others who had faced similar fines. Samira also recalled an incident related to fines, where an elderly man was fined on his agricultural land for collecting grass in his own field. Davit also shared a lighthearted anecdote, mentioning that a few of his colleagues in his village, Shaumiani, had received fines. However, they never considered paying the fines, and in the end, they were not required to do so[2].

Undoubtedly, the most formidable challenge highlighted by every narrator during the pandemic was the language barrier. While there were instances when state decisions and speeches by high-ranking officials were translated, this was insufficient. The situation in the Municipality often left people feeling like they were in an informational vacuum. The language barrier once again became a pressing issue, particularly in Marneuli, when people began applying for state compensation following the quarantine measures. The state provided assistance to those who had to stop working due to the pandemic (Government Decree №286). To receive a one-time cash allowance for children under 18, it was necessary to complete the application form in the Georgian language (Government Decree №286). Due to the language barrier, this benefit was not equally accessible to every Georgian citizen, as the form had to be completed exclusively in Georgian. Kamran recalls that he and his friends from the organization registered 500 beneficiaries in Marneuli villages within 11 days because the residents themselves encountered difficulties in completing the forms.

Giulgun, arguably the only individual in her village who is fluent in Georgian, was studying at the university when the pandemic began. In her letters, written from locked-down Marneuli and sent to the magazine Indigo, she recounted:

> "This morning, we all received an SMS on our phones. The government is urging us to comply with quarantine rules. My father called me, asking me to translate what was written there. No one in the family besides me speaks Georgian. It was also me who informed the neighbors about the content of the message.
>
> ... In the evening, we received another SMS from the government, this time in Azerbaijani. They sent us the same message that I had already translated for my father. Now everyone could

[2] It should be noted that the statistical data I requested from the Ministry of Internal Affairs of Georgia regarding violations of regulations during the pandemic period (March 21 - May 22, 2020) provide an interesting insight. Kvemo Kartli (1972 cases) ranks second after Tbilisi (2513 cases) in the number of fines. To put this into perspective with other regions, Kvemo Kartli far surpasses the combined cases recorded in Imereti, Racha-Lechkhumi, and Kvemo Svaneti (577 cases). Shida Kartli also falls significantly behind (559 cases). Additionally, it's worth noting that Samtskhe-Javakheti (230 cases), which also includes ethnic minority settlements, lags considerably behind Kvemo Kartli in this regard. Notably, this region outpaces Guria (162 cases) in terms of the number of fines.

understand it." (Giulgun 2020).

Now, Giulgun humorously reminisces about the emotional challenges she faced during the pandemic and quarantine. She had access to Georgian information channels and social networks, which made her uncomfortable as she observed accusations being directed towards Azerbaijanis living in Georgia, particularly those in Marneuli. At the time, these accusations deeply affected her, but she believes that hate speech was propagated by specific interest groups, bots, and trolls for particular objectives.

I have known Giulgun for several years, although I first visited her in October 2022. Her village, Teqalo, is located 27 kilometers away from Marneuli, in the direction of Sadakhlo. To reach it, one must make a right turn from the central road. What struck me most about the village was the active use of yards for vegetable greenhouses. The abundance of harvest was impressive, visible from outside gardens. Giulgun's yard, too, was dedicated to bean and cucumber plantations. She explained that there was rigorous daily labor involved in managing these indoor and outdoor greenhouses. Every third day, a vehicle would arrive to collect their vegetables. Though not an everyday occurrence, Giulgun always helped with the harvesting and sorting of vegetables when she was at home. During the pandemic, she spent her time in the village, where neighbors frequently approached her for information, clarification, and to share their concerns. Various organizations also contacted her to inquire about the situation in the village. On one occasion, Marneuli Radio reached out to her, requesting assistance in organizing a video survey among villagers to assess their quarantine-related issues. I asked Giulgun to share the survey results with me. Among the foremost concerns of the local population was the sale of their agricultural products. The village residents were primarily dependent on agriculture, and many faced economic difficulties, especially those who had taken loans from banks. Consequently, discussions often revolved around the challenges associated with selling their harvest.

Giulgun could not recall with certainty whether her village participated in protests, but she did remember protests taking place in Marneuli. Additionally, I asked her about the issues that arose during the pandemic. After contemplating, she mentioned that women experienced additional burdens and increased responsibilities. Furthermore, according to her observations, instances of violence against women grew because men were predominantly at home, leading to frustration and aggression.

Protests and Demonstrations in Marneuli

If there is any place where Marneuli and protests are mentioned, Samira Bayramova's name invariably comes up. Samira is widely recognized in social networks, political circles, and diplomatic spheres. Her active civic engagement has long drawn the attention of the broader society. I recall her posts on social media dating back to the early stages of the pandemic, and I've known her personally since 2015

when she was an active student. I remember her inviting me to celebrate Novruz Bayram at her family home in Marneuli as a student, which was a pleasant and unconventional offer. Samira is known for her directness and her tendency to be highly critical of the government, the state, and Georgian society in general. She spares neither Azerbaijani community representatives nor non-governmental organizations when expressing her opinions. She fearlessly speaks her mind and defends what she believes to be right. When necessary, she confronts representatives of radical political groups.

On January 8, 2022, when I called her and asked for a meeting, Samira agreed, but she informed me that she needed to confirm it with her security team. She had been under police protection for months due to threats from radical forces. Samira had protested against the opening of the "Alt-Info" office in Marneuli, even painting the office windows in the colors of the Ukrainian flag. This act led to violent threats against her. On March 22, 2022, the Prosecutor's office recognized Samira as a victim and enrolled her in the special protection program (Tskipurishvili 2022). Given these circumstances and following all protocols, I met Samira near her temporary residence in Tbilisi at the appointed time.

Before delving into the topics of COVID-19 and Marneuli, I asked Samira to explain her character and demeanor. She smiled warmly and shared that she had always been a unique and rebellious child. Her mischievous and defiant nature was apparent from an early age, prompting her family to hesitate about sending her to a public school due to concerns about her behavior. Consequently, she attended a private school, which she considered an advantage over her older sister, who attempted to exploit Samira's behavior to her own advantage. In their traditional community, the birth of a second daughter after the first was less desirable, especially for her grandmother, who expressed her displeasure to the extent that they delayed naming the newborn. Doctors had also informed Samira's mother that she could not have more children. In traditional societies, including Georgian culture, not having a son is considered a significant issue. Samira discovered these details from her mother, who half-jokingly shared them with relatives. Samira overheard these conversations, and the revelations had a significant impact on her. From a young age, she was closer to her father and more familiar with his work than with her mother's household chores. Consequently, she was raised with a "boyish" upbringing, which she perceived as compensation for her biological femininity. Several years later, her family experienced a miracle: her mother became pregnant and was expecting a boy. Samira vividly recalled her joy and excitement during this time. She personally selected a name for the baby, Samyr, the male version of her own name. When the baby was born, the family celebrated, but tragically, Samyr passed away soon after birth. This occurred during the tumultuous 1990s, a period of instability in Kvemo Kartli and throughout Georgia. During that time, visiting a doctor was challenging and unsafe. The child succumbed to a severe illness exacerbated by the chaotic conditions, and medical intervention was impossible. Samira was deeply affected by this tragedy, which further heightened her sensitivity to the

challenges faced by individuals living in turbulent environments. Despite the loss, Samira's family continued to treat the male child as if he had been born and raised in their family. Nevertheless, the traditional beliefs about gender differences left a lasting mark on her and her family. The uncertain atmosphere of the 1990s regarding minorities in Georgia also contributed to their unease[3].

Samira shared,

> "Imagine, I was the first girl from my village to come to Tbilisi and pursue higher education. Previously, students either went to Marneuli or Baku for their education. I was the only one actively integrated into Georgian society. I convinced my family that not all Georgians are hostile. This fear still lingers. However, families with students who have connections with Georgians undergo a transformation. They become convinced that Georgians are not enemies. It's safer in Tbilisi; we are a normal country, and whatever happened in the past remains in the past" (Samira 2022).

Samira's personal experiences help explain the prevalent sense of alienation and distrust between Georgian and Azerbaijani communities

When discussing street protests, Camilla recalled a pivotal moment when the mood of the assembled crowd in front of the City Hall was aptly captured by the phrase, "Not the virus, but starvation will kill us!" This phrase was also used as a headline by Netgazeti when reporting on the gathering of the Marneuli population on March 30 (Apremashvili 2020).

When examining the protests that occurred in Marneuli during the pandemic, one cannot overlook March 21, 2021, when self-organized citizens purposefully celebrated Novruz Bayram in the heart of Marneuli. Lighting bonfires after 9 pm, during the curfew, in the streets of Marneuli was a clear act of protest against the state's unequal treatment of different ethnic and religious groups. Sofio Zviadadze describes the events of 2020-21 in Georgia during the pandemic as the "optic illusion of tolerance." She highlights the state's selective approach in lifting the curfew on January 6, 2021, favoring particular religious groups. According to her, the government did not consider the Azerbaijani community's initiative to recognize Novruz as a national holiday or their request to lift the curfew for one day.

[3] In the 90s, the collapse of the Soviet Union was followed by the reinforcement of nationalist traditions. This facilitated ethnic minority groups living in the country to become labelled as the “others”. This was augmented by two conflicts inside the country, recognised as ethnic conflicts. Therefore, the division of the country’s population based on ethnicity was not creating favourable conditions for imagining the establishment of a united independent state. For rethinking the Dmanisi Municipality conflict that happened on May 17, 2021, research authors dive into the causes of confrontation and recall 90s. As the authors say, discussions are hugely complicated by the traumatic memories of the population and the deficit of scientific reflection in Georgian academic circles (Kamran Mamedli, Konstantine Chachibaia, 2021)

> "If not for an unequal approach towards minorities and the dominant religious (Orthodox Christian) groups, this decision could be interpreted as strict adherence to regulations. But in reality, we were facing tactical discrimination because the government had already lifted curfew restrictions on other occasions, including religious celebrations, such as when the Georgian Orthodox Church celebrated Easter" (Zviadadze 2021).

The Azerbaijani community's request to establish Novruz as a national holiday and to lift the curfew for its celebration was, in part, a response to the irritations and non-acceptance they had experienced. The anger directed at the Azerbaijani population and the equating of them with the virus had a detrimental impact on the integration process within Georgian society. It is worth noting that the idea of establishing Novruz as a national holiday and the request to lift the curfew for its celebration were initiated by samira Bayramova (Nergadze 2021). Her Facebook campaign in this regard gained wide resonance and received support from activists in Tbilisi, who traveled to Marneuli to join in the celebration.

The celebration of Novruz Bayram holds particular significance for Mariam as well. She fondly remembers the positivity associated with Novruz celebrations since her childhood. To her, it marks a new year when they bid farewell to winter and welcome summer. Mariam works at the Democracy Development Center in Marneuli and resides in the village of Tamarisi with her family. Despite other opportunities, she has never contemplated living elsewhere. It's a unique experience for her to represent the majority as an ethnic minority in a place where the ethnic minority is the majority.

Mariam actively participates in the integration of ethnic minorities, utilizing her extensive experience and efforts. During the COVID-19 restrictions, they made active use of social networks and established an open group called "Stay at Home – Live from Marneuli" (https://www.facebook.com/groups/274468463543836). Through this group, they gathered information about the specific needs of individuals or families and connected them with people who could assist. The platform also featured informational posts, and municipal representatives were added to the group. Besides managing the Facebook group, Mariam also had to assist Marneuli TV during the lockdown. One of the TV hosts, who resided in Teleti, was unable to move around due to Marneuli's lockdown. Mariam readily agreed to help, despite her concerns about the virus. She went to work daily, disseminating crucial information. As a result, she has vivid recollections of Marneuli's protests and the efforts to address the issues at hand.

When asked about her observations regarding the pandemic's impact on Marneuli's society's integration, Mariam noted the remarkable solidarity and individual initiatives displayed by the local population. There were reports of bakers distributing bread for free on social media after Marneuli was placed under lockdown. samira initiated a fund collection to purchase essential items for those in need.

Life in the Pandemic and the Adaptation Period

Despite their confusion and feelings of injustice, the population of Marneuli found ways to coexist with the pandemic. This was primarily evident in their attempts to circumvent regulations and in their high degree of solidarity.

While strolling along the central roads of Marneuli on September 25, 2022, I explored wedding venues, curious about the ongoing preparations. I was deeply impressed by what I observed, both in terms of the grandeur of the venues and the thoroughness of the preparations. Passersby would enthusiastically respond to inquiries, with those involved in venue preparations showing great eagerness to explain their actions and motivations. At times, they spoke in broken Georgian, while other times, they called upon others to provide explanations in either Georgian or Russian. During that day, I visited five wedding venues, all of which were bustling with wedding preparations. I couldn't help but notice cars adorned with ribbons on the streets, crowded beauty salons, and brides' entourages. As Jeikhun explained, the significance of weddings, their scale, and extravagance, are particularly pronounced in Marneuli during the spring and fall seasons.

My interest in these topics was piqued by my encounter with Jeikhun a few months prior. Jeikhun is a journalist working for one of the prominent private TV channels, and his popularity extends beyond Marneuli. Although I had never taught Jeikhun Georgian, I still considered him my student. During his preparatory course in the Georgian language, he frequently visited the dean's office, posing numerous questions. He once told me, "Please don't be offended by my numerous questions; this is my way of practicing the Georgian language." It was hard to fault the polite young man who always knew his goals and intentions. Jeikhun's journey to recognition within Georgian society was a long one, and he always approached xenophobia directed at the Azerbaijani community with caution and humor.

> "I was doing some shoots in Bolnisi. I approached taxi drivers who were waiting and asked, 'Now that the pandemic is over, how do you feel?' One of them cursed and said, 'They brought it to us...'. I remained silent; there was nothing more to say." (Jeikhun 2022).

Jeikhun refrains from generalizing the xenophobia of a few individuals to all Georgians. He considers himself part of Georgian society and is judicious in his assessments. When I inquired about his perspective on Marneuli, he described it as a robust and economically active place.

"Marneuli is a city of affluent people, millionaires." (Jeikhun 2022)[4].

This half-joking remark caught me by surprise, so I sought clarification. Jeikhun explained that the population of Marneuli works tirelessly day and night, with Azerbaijani residents known for their strong work ethic. He attributed the lavish weddings held during the fall season to financial prosperity, dowries, and related expenses. Wedding costs were on a constant rise, and those employed in the wedding industry were prospering. In essence, he singled out the wedding business. We might wonder what Marneuli had been doing for the past two years; were there no weddings? Mariam recalled the sanctions and the public's response to them. She mentioned that even though gatherings were prohibited, the sound of wedding celebrations was a constant presence immediately after the quarantine was lifted. Mariam overheard a conversation in a salon: people from other regions would also come here, and the police would turn a blind eye. Sometimes, we find ourselves asking, "Why were we even in lockdown?"

I also discussed this topic with Camilla, who confirmed that weddings were celebrated during the pandemic.

> "Weddings still took place in Marneuli, despite the restrictions. People organized them for 150 guests instead of 400 and had to keep them discreet. It seemed that the local government was aware. They would request not to post pictures immediately and to wait five days. That's how it was. Some even waited until after having a child to share the pictures." (Camilla 2022)

Giulgun also remembered weddings in the village during the pandemic, acknowledging that some may have been fined but didn't seem to mind. When asked why weddings were so important to the people in Marneuli, she explained that they held great significance, particularly for women. For many of them, weddings represented a rare opportunity to leave the confines of their homes, dress up, socialize, and feel like a part of society.

Regarding weddings during the pandemic, Samira shared her recollection:

> "When the rules were very strict, there were no wedding celebrations. However, those with close ties to the local government still managed to celebrate. They knew they might face fines but still insisted on celebrating: 'We have no choice; the wedding must go on!'" (Samira 2022)

Thus, celebrating weddings during the pandemic and participating in them became a form of protest and adaptation for the population. One of the most significant aspects of this culture transformed into a unique form of resistance and defiance, a reaction to what was perceived as unfair

[4] A particular research that speaks about the conditions hindering Azerbaijani community integration, and amongst others names social and economic deprivation (The research on the participation of ethnic minority representatives in political life. 2019)

and repressive restrictions.

Every narrator recounted feelings of deep solidarity and concrete actions associated with this sense of unity during the pandemic. After Marneuli went into lockdown, there were reports on social media about bakers distributing bread for free. Samira herself initiated a fundraising campaign to purchase essential supplies for the neediest.

> "I would say that Marneuli sets an example in Georgia when it comes to social assistance, sharing, and support." (Jeikhun 2022)

Social media also shared stories about a family in Marneuli's village of Maradisi. They were hospitalized due to Covid but received help from others in plowing their potato field (Radio Liberty 2020). Camilla and Jeikhun mentioned the positive role played by the Marneuli mosque in distributing humanitarian aid. Jeikhun mentioned that even the city hall would supply products to the mosque, knowing it would reach those in the most need. Samira remembered that both the Imam Ali Mosque and the Marneuli Eparchy distributed assistance. When I probed further, assuming that the Eparchy would assist Georgians and the Mosque would help Muslims, Samira corrected me. She said they provided assistance to both. Samira recalled an interesting anecdote when the representatives of the Imam Ali Mosque, unable to use cars due to restrictions imposed by the City Hall, ingeniously turned to using a donkey to transport goods.

> "The sheikh of the Highest Theological Division of Muslims of Georgia, Mirtag Asadov, said that Marneuli City Hall did not allow them to use cars for distribution, so they resorted to using a donkey to pull a cart" (Radio "Marneuli" 2020).

As Mariam noted, during the pandemic, no distinctions were made among citizens, and everyone extended a helping hand to one another. "Camilla's Radio" and its entire team made efforts to reach out to the Armenian community in Marneuli in their native language. One Armenian-speaking member of the radio station now translates the news into Armenian. Nevertheless, as Camilla pointed out, the Armenian population in Marneuli faces identity challenges, making it difficult to understand their specific needs in the community.

Davit enrolled in a Georgian preparatory course in 2018 and was one of my most outstanding and memorable students. When asked about his origin, he identifies as being from Shaumiani, rather than Marneuli. For him, Marneuli is closely associated with the Azerbaijani community, which is consistent with the perception held by most of the Georgian population. Consequently, he does not consider himself part of Marneuli. Davit shares an anecdote from a time when states and borders did not exist in their current form, highlighting that Marneuli was once a village similar to Shaumiani, where his ancestors lived. When asked about where his fellow villagers purchase essential goods, he mentioned that Shaumiani has a variety of stores, markets, and supermarkets. Regrettably, Shaumiani

lacks banks and similar institutions. Davit is studying computer science and was well-versed in technology even before starting his university education. He shared that people often turned to him for assistance with technology-related issues. He mentioned that he was always available to help when someone's phone or computer needed repair. Regarding the language dynamics in his village, Davit, who speaks Georgian fluently, noted that he can also communicate effectively in Azerbaijani and Russian. He added with a smile that he is not as introverted as some might expect from a programmer and enjoys socializing. In his village, residents are more proficient in Russian and Azerbaijani than in Georgian. When asked about how the local population perceived the pandemic and lockdown, Davit's response echoed those of others. To the locals, the virus did not seem real, but the lockdown and restrictions did, and they believed these measures were aimed against them rather than for their protection. It's worth noting that this sentiment was not unique to the Georgian-speaking community; it was a common perspective, albeit intensified by the ethnic aspect, both internally and externally.

The survey results from the Marneuli population largely support the opinions expressed by my narrators. One notable difference is that approximately one-fifth of the respondents believed that the government's decision to impose a lockdown in Marneuli was justified and necessary, asserting that the government had done its utmost to ensure the population's safety. This positive assessment of the government's handling of the pandemic contrasts with the views of my narrators but somewhat balances the overall perspective. In online responses, participants shared interesting insights about their perceptions of Marneuli's territory. While some referred to Marneuli as predominantly associated with the Azerbaijani community, others regarded it as a multicultural and diverse place[5]. This remote and anonymous survey closely aligns with the accounts provided by the narrators.

The narrators, with whom I had candid and extensive conversations on various pressing issues arising from the COVID-19 pandemic and the Marneuli lockdown, shared that their criticisms of state policies were not directed at Georgian society as a whole. Most of them expressed feeling a sense of support and solidarity from the active segment of Georgian society during the Marneuli lockdown. However, they were critical of the Georgian state's inability to provide adequate care for ethnic minorities, promote their integration, and ensure their protection. Some of their criticisms also extended to neighboring countries attempting to exert influence in the region, which, in their view, could hinder the integration process. The unique experience of the pandemic underscored the need for clear communication with state institutions and revealed existing problems that required recognition and resolution rather than concealment.

[5] The researcher, Alexandre Boshishvili, referring to historical sources and documents, speaks of the historical experience of Kvemo Kartly and Marneuli, describing them as multiethnic and multicultural territories (Boshishvili, 2020).

Conclusion

In conclusion, the COVID-19 pandemic brought unresolved issues to the forefront, particularly regarding the perceptions of the state among ethnic minorities. The use of military forces and the presence of soldiers at the entrances to Marneuli and Bolnisi exacerbated dissatisfaction among the minority communities residing there. The pandemic made the state more tangible and concrete for its citizens, which was a novel experience. Unfortunately, this increased interaction with state institutions did not result in a positive experience. This was partly due to the restrictive measures imposed during the pandemic and the excessive mobilization of repressive measures. It was also influenced by the painful memories of the 1990s, which left deep scars on the relationship between the Georgian and Azerbaijani communities.

In the case of Kvemo Kartli, alienation persisted without sufficient efforts from the state to bridge the gap. During the pandemic, against a backdrop of information scarcity and uncertainty, the local community perceived the state's decision to lock down Marneuli and Bolnisi as actions against them rather than for their protection. The state's restrictions disrupted the daily routines, mobility, and various economic activities of the population.

Looking back, it is challenging to definitively assess the necessity of the lockdown in Marneuli and Bolnisi. However, it is a fact that the state lacked direct channels of communication with the residents of these municipalities, leading to the decision to impose control and lockdown as a relatively straightforward approach. Even in the midst of a lockdown, communication with the local population proved essential. The pandemic revealed that the Georgian state did not fully understand its citizens, highlighting the need to shift its focus from control to the protection, integration, and participation of its diverse population.

In the face of the pandemic, the Azerbaijani community in Marneuli demonstrated its ability to organize and express protests when necessary, showing solidarity and creativity as essential tools for coping with the crisis. Solidarity became a means of dealing with the pandemic alongside traditional ways of life. The inconsistent and unfair approach of the state was met with solidarity and resourcefulness by the local population, as described by James C. Scott in his concept of "metis." The local community responded with experience and knowledge to the state's attempts to assert absolute control. The pandemic experience underscored the necessity for the Georgian state to better understand and address the needs of its citizens, particularly its ethnic minorities. The criticisms voiced by the narrators reflect the shortcomings in the state's integration policies. Despite the state's use of military and wartime rhetoric during the pandemic, which fueled hate speech and alienation, these criticisms

were not primarily directed at ethnic Georgian citizens. Instead, they viewed the pandemic as a significant challenge that exposed existing problems requiring recognition and resolution rather than concealment.

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Early Bilingual Education: The Foundation of Social Integration for Communities Representing National Minorities

ABSTRACT
The issue of minority integration has gained significant relevance and importance for all nations in the context of recent years marked by intensive migration and global conflicts. Experts specializing in national minorities highlight the pivotal role of the educational system as a fundamental tool for the civil integration of ethnic minorities in society. Proficiency in the state language among ethnic minorities is also seen as a significant prerequisite for successful integration. At the same time, bilingual education is receiving growing endorsement within the scientific community as a vital means for fostering **bilingual literacy.** Research studies affirm that this educational approach effectively addresses language policy challenges in Georgia. Nevertheless, an examination of the reforms and measures implemented to support the acquisition of the state language by minority groups, spanning from the post-independence period in the 90s to the present day, reveals a certain inconsistency in policy and reforms. This inconsistency stands as a primary contributing factor to less favorable outcomes in the field of education. Over the years, the neglect of a critical period for human development - early childhood education and development - has impeded progress in general and higher education. Notably, a pilot program for early bilingual education has been initiated in regions densely populated by national minorities. The program's design took into account international obligations and the sectoral priorities outlined in the Unified National Strategy of Education and Science. While the initiative itself is significant, a challenge lies in the fact that the program was planned without a preliminary study of the local context. Consequently, measuring the effects of the intervention and considering the possibility of program expansion and replication on a geographical scale may prove challenging in the future.

Keywords: *Early bilingual education; Georgian as a second language; Strategy, Social integration.*

Introduction

In the modern civilized world, the social integration of minorities entails the development of crucial mechanisms to facilitate their engagement in public and political life, fostering a sense of identity and belonging to the state and nurturing a positive emotional connection towards it.

Conversely, the state holds a positive obligation to create conducive conditions for the full participation of national minorities, drawing on the historical experience of the country and

incorporating the best international practices while considering the specific context of Georgia (as outlined in the 2021-2030 State Strategy for Civil Equality and Integration, 2021).

According to international law, the concept of social integration is characterized as a process that seeks to unify the self-identification of distinct groups within a shared social and cultural framework (OHCHR, Minority Rights, International Standards and Guidance for Implementation, 2010; Democracy at the level T.D Sisk. IDEA.2001).

Obviously, this process is closely linked with safeguarding the rights of the targeted group. Various types of international legal instruments ensure the sustainability and reliability of this process. However, it is noteworthy that none of these mandatory or non-mandatory documents explicitly define or explain the specific population category considered as an ethnic/national minority. Moreover, while the term "ethnic minority" is more commonly used and endorsed in the UN system, European systems refer to this group as "national minority" (Action Plan (2022-2024), 2021, p.9). Experts working on issues related to national minorities posit that this discrepancy arises from the lack of universal consensus among countries regarding an acceptable definition. It is also recognized that minorities in each society are characterized by various objective and subjective attributes (European Commission for Democracy through Law (Venice Commission Report, 2006).

This gap is addressed, to some extent, by the definition provided by the Venice Commission. According to experts from the "European Commission for the Protection of Democracy through Law" (Venice Commission), a consultative body of the Council of Europe, a national/ethnic minority is defined as " group which is smaller in number than the rest of the population of a State, whose members, who are nationals of that State, have ethnical, religious or linguistic features different from those of the rest of the population, and are guided by the will to safeguard their culture, traditions, religion or language" (Association Agreement, 2014).

In the latter decades of the modern era, the international community has significantly fortified mechanisms for safeguarding minority rights. This development particularly gained momentum in the latter half of the twentieth century. Despite this notable progress, experts dedicated to minority issues emphasize that the protection of minority rights remains a global challenge in the contemporary world. This reality is particularly pronounced against the backdrop of armed conflicts and extensive migration. Naturally, this shared global challenge also pertains to Georgia.

As a member of the international community and a multi-ethnic, culturally diverse nation, Georgia aspires to hold a respected and esteemed position in the civilized world. Notably, as early as 1921, Georgia adopted a constitution that included provisions for safeguarding human rights. Even today, the Constitution of Georgia stands as a guarantor of safeguarding the rights of vulnerable groups,

including minorities. Article 11 of this document ensures the preservation and development of one's own culture and the use of one's native language for all citizens.

Considering the norms and principles recognized by international law, issues concerning minority rights are regulated through national-level legislation. The enactment of the Law on the Elimination of All Forms of Discrimination in 2014 obligates the state to protect minorities from discrimination. However, it is worth noting that the articles and provisions in the law are quite broad and lack specific clarifications about discrimination. In this context, one can also consider the international obligations undertaken by the country to complement the national legislation. Foremost among these is the European Convention on Human Rights (ECHR), which establishes what is known as a "positive obligation". Additionally, the **European Framework Convention for the Protection of National Minorities (FCNM), the International Covenant on the Elimination of All Forms of Racial Discrimination (CERD), and the International Covenant on Civil and Political Rights (ICCPR)** play pivotal roles. However, the current state policy towards ethnic minorities is framed within a three-dimensional context: it aligns with the country's strategic development plan, the pursuit of sustainable development goals, and Georgia's commitment to European integration through the Association Agreement with Europe.

The past two decades have witnessed the emergence of new and innovative trends in various aspects of social integration for national minorities and the realization of their rights. A prominent demonstration of this progress is the endorsement of the ten-year document (2021-2030) outlining the State Strategy for Civil Equality and Integration by the Government of Georgia. This comprehensive strategy spans a decade and encompasses five strategic focal points of integration policy: (1) Promoting the use of the state language to facilitate integration; (2) Ensuring access to quality education; (3) Fostering equality, civil, and political participation; (4) Encouraging social and economic integration; (5) Promoting intercultural dialogue (State Strategy for Civil Equality, 2021).

The document mentioned above underscores the government's stance, emphasizing that in the process of social integration, the acquisition of the state language by ethnic minorities should be regarded as the primary focus of integration policy (State Strategy for Civil Equality, 2021, p. 33). This viewpoint aligns, to a certain extent, with the perspectives of experts dedicated to minority issues.

Hence, the aforementioned strategic document delineates the chief objective for the state - "State Language for Integration" (Priority I), which, in turn, resonates with the 4th (quality education) and 10th (reduction of inequality) Sustainable Development Goals of the United Nations (UN), as well as the objectives outlined in Article 16 (Peace, Justice, and Strong Institutions). Within Priority I, the strategic document outlines two tasks: (1) Reinforcing and promoting the prominence of the state language in regions densely populated by non-Georgian speaking populations and (2) Enhancing the

teaching of minority languages as mother tongues. The 2022-2030 Unified National Strategy for Education and Science of Georgia underscores that the challenge of achieving full proficiency in the state language remains a significant priority. State Strategy for Civic Equality and Integration also states: “Despite the results achieved in regard to civic integration, in the course of the assessment of the current situation, it was revealed that certain needs and challenges remain, the efficient response to which within the scope of the new strategy is of essential significance, and it will facilitate the realization of the potential of the country’s ethnically diverse population, the consolidation of civic equality, equal and effective exercise by the representatives of various ethnic origins, as by full-fledged citizens of Georgia, of their social, political, economic, and cultural rights“ (State Strategy for Civic Equality, 2021, p.15).

It is widely acknowledged that language policy is shaped by the country's development goals concerning ethnic minorities, internal integration processes, as well as international obligations and the pursuit of civil equality. In alignment with this policy priority, the "State Language Department" in 2021 adopted the State Language Strategy (Unified Program) for 2021-2030. It is important to note that such a coherent approach to language had not been established in the country before this period.

Additionally, over the past two decades, the Ministry of Education and Science has undertaken various measures to enhance proficiency in the state language at higher and general education levels. To gauge and analyze this progress (Geostat, 2014), data from recent years indicates that among ethnic Armenian citizens, 44% are unable to speak the state language, while among ethnic Azerbaijanis, this figure rises to 74%. This situation not only poses a challenge for the national minority community in everyday communication but also hinders their access to information on current affairs in the country, employment opportunities, education, and the full utilization of services. This significantly impedes their participation at all levels of education and integration within society. Although there has been some improvement compared to 2002, as per data from the National Statistical Service of Georgia, the state acknowledges that the achieved result falls short of sufficiency.

Certainly, providing a comprehensive overview, it is crucial to acknowledge that researchers specializing in issues related to national minorities stress that the educational measures aimed at improving the current situation are fragmented and lack a cohesive approach. They underline that the ongoing reforms display inconsistencies and do not align cost-effectively with the stated priorities. As a result, these factors are identified as contributing to unfavorable outcomes (Civil Development Institute, 2017). Additionally, the "Social Justice Center" has assembled "markers related to education," wherein they employ a comparative analysis of demographic data to visually represent the educational attainment levels of ethnic minorities in contrast to the general population of Georgia

(Social and Economic Exclusion of Ethnic Minorities, 2022, p. 7-8)). This graphical representation provides a clear snapshot of the educational landscape for ethnic minorities in Georgia. Specifically, 43.1% of the country's entire population has attained a higher level of education (secondary technical, higher, scientific degree), whereas this figure stands at 26.2% for ethnic minorities. Additionally, the percentage of representatives from ethnic minorities who have not completed full secondary education is notably high, at 23.2%. In contrast, this indicator is 10.1% of the country's overall population. The document further analyzes the issue of education at the regional/settlement level. The percentage of the population without full secondary education is notably higher for Azerbaijanis in Kakheti (54% of respondents). In Kvemo Kartli, it stands at 17.7%, in Pankisi at 11.5%, and in Samtskhe-Javakheti, the percentage of the population without full secondary education is only 9.4%.

In the same context, the same document emphasizes that 63% of ethnic minorities possess limited proficiency in recognizing Georgian letters and reading words. Furthermore, an even larger majority, constituting 84%, face challenges in reading Georgian literature and comprehending its content. These individuals rate their abilities as either very poor or poor. To address this situation, experts in the field recommend that the state continuously process and update ethnically categorized statistical data to assess the effectiveness of existing state programs and approaches. Additionally, the analysis of state-sponsored reforms and measures in the sphere of education for national minorities in acquiring the state language has revealed a longstanding neglect of the critical period for human development - early education and development. Indeed, the significance of this age for child education and development is widely acknowledged and substantiated by scholars and scientists in the field. It is a critical phase that lays the foundation for a child's lifelong learning and growth (Bloch, 1991)

It is important to highlight that the highest legal document in the state's legislative framework, the Constitution of Georgia, gives special attention to preschool education in Article 27. Even though Georgia has been in the process of reforming preschool education since 2013, it was not until 2021 that the commencement of a pilot project for early bilingual education became feasible. This signifies a substantial leap forward in prioritizing early education and language acquisition for children. This development holds great promise for the educational landscape in Georgia.

All three sectoral priorities outlined in the Unified National Strategy of Education and Science for 2022-2030 incorporate a focus on early education. Sector Priority III, "Management, Financing, and Accountability," underscores the need to enhance the effectiveness and sustainability of the early and preschool education system. Sectoral Priority II, "Equity, Inclusion, and Diversity," outlines Goal 2.1: To promote the participation of disadvantaged children in early education and school readiness programs. This encompasses the mandate for all municipalities to implement targeted policies in regions densely populated by ethnic minorities. The first sectoral priority, "Quality and Relevance,"

envisions the provision of a high-quality, supportive, and development-oriented educational process by all early and preschool care and education institutions. This includes Task 1.1.3: Facilitating the involvement of the child's parents/representatives and the community in the activities of early and preschool education and educational institutions.

In conjunction with the aforementioned 2022-2030 strategy, a sectoral action plan for 2022-2024 has been developed, which highlights the crucial issue of teacher-caregivers' training. The role of the academic sector also holds significant importance in addressing this challenge. This comprehensive approach demonstrates a concerted effort to prioritize and improve early education in Georgia.

For the democratic advancement of the state, especially in alignment with the Association Agreement with the European Union, which considers the civil integration of national minorities as a key indicator for membership, the active engagement of experts is crucial in executing the strategy and action plan.

The academic sector plays an irreplaceable and paramount role in driving the dynamics of this process in accordance with the state's interests.

Georgian scientists concur with their Western counterparts that bilingual education, as a promoter of bilingual literacy, should be regarded as a significant tool to address the challenges posed by language policy. However, it is worth noting that this issue remains underexplored at the academic level.

In accordance with the aforementioned 2022-2030 strategy, a sectoral action plan for 2022-2024 has already been developed, which highlights the concern of a shortage of teacher-caregivers. Once again, the involvement of the academic sector is pivotal in resolving this issue.

In essence, for the democratic progress of the state, grounded in the Association Agreement with the European Union and aligned with sustainable development goals, the civic integration of national minorities is a pivotal indicator. It is equally vital to actively engage expert communities in the implementation of the strategy and action plan. This collaborative effort is essential for the inclusive and harmonious development of the nation.

Main Findings:

- The legislation of Georgia recognizes education as a tool for promoting social integration and is fully in line with ratified international conventions and the Associated Agreement with the European Union. It upholds the equal rights and interests of communities representing national minorities.

- Georgian experts and scientists share the view of their Western counterparts that bilingual education is crucial for developing bilingual literacy in students. As such, it should be considered a significant tool to address the challenges posed by language policy.
- One highlighted problematic issue is the inconsistency in the process of implementing bilingual education in the Georgian educational system.
- An analysis of reforms and measures supported by the state revealed a longstanding neglect of the crucial period for human development - early education and development. Discussion in this regard only began in 2021, and it is currently in the pilot phase, requiring continuous monitoring, research, and evaluation of results.
- The 2022-2030 Unified National Strategy of Education and Science prioritizes early education across all three sectoral areas.
- Municipalities are mandated to implement targeted policies for introducing early bilingual education in regions densely populated by ethnic minorities.
- To successfully implement early bilingual education, emphasis is placed on the need for training and retraining of teacher-caregivers. Additionally, the importance of working with parents is highlighted. The academic sector is recognized for its role in addressing these issues.
- For the democratic progress of the state, grounded in the Association Agreement with the European Union and aligned with sustainable development goals, the civic integration of national minorities stands as a pivotal indicator. Active engagement of expert communities in the implementation of the strategy and action plan is equally crucial. This collaborative effort is essential for the inclusive and harmonious development of the nation.

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Creating a Safe and Stress-free Environment when Using Extracurricular Activities in Second Language Teaching

ABSTRACT

Using different methods and strategies in the process of a second language learning is considered as the most effective way to achieve maximum results. There is a wide variety of information about extracurricular activities, ways and methods of their implementation in academic sources. They mainly discuss their types, implementation methods and impact on students' outcomes and success. The presented paper is focused on exploring, on the one hand, the students' attitudes towards extracurricular activities and the ways it is possible to create a safe environment in the process of their use while integrating them into the formal environment of second language learning. The theoretical framework of the research is based on the approaches and classifications presented in the academic sources. As part of the research, our oown approaches have also been developed. The research is based on classroom observation, questionnaire analysis and analysis of academic sources. The paper identifies and classifies the elements and characteristics that create a safe and stress-free learning environment for learners when using extracurricular activities. To achieve this goal, it was necessary to classify ECA activities to identify student preferences. The questionnaire is presented in the form of a Google form. Learners have learned a second language at different stages of their lives and in different institutions. Their current level of language proficiency is also different. To achieve the research goal, the paper will answer the following research questions: 1. What types (intensity, form, and content) of extracurricular activities do students find lessstressful? 2. What is the role of teachers in employing extracurricular activities to create a stress-free environment? 3. How can students contribute to creating a stress-free environment by using extracurricular activities? 4. When is participation in extracurricular activities less stressful? As a result of the conducted research, it was revealed that students feel safe and stress-free when:

- Participation in extracurricular activities is not compulsory, but they have a choice whether to participate in them or not.
- When the extracurricular activity is not reflected in the evaluation and both the teacher and the students understand that it is an aid in the way of language progress.

- When they have clear instructions about the activity. • When the activity is not organized only for strong (or rarely weak)students.
- When the teacher considers the students' initiatives and adjusts them to her/his pedagogical goals.
- When the cultural and social experience of learners is taken into consideration when organizingactivities.
- The paper presents practical recommendations that will help teachers in planning and conducting activities.

Key-words: *Extracuricullar activities; The role of the teacher; Student's contribution; Safe environment.*

Introduction

Using different methods and strategies in the process of a second language learning is considered as the most effective way to achieve maximum results.

There is a wide variety of information about extracurricular activities, ways and methods of their implementation in academic sources. They mainly discuss their types, implementation methods and impact on students outcomes and success.

The presented paper is focused on studying, on the one hand, what are the students' attitudes towards extracurricular activities and in what ways it is possible to create a safe environment in the process of their use while integrating them into the formal environment of second language learning.

The theoretical framework of the research is based on the approaches and classifications presented in the academic sources. As part of the research, own approaches have also been developed.

The research is based on classroom observation, questionnaire analysis and analysis of academic sources. The paper identifies and classifies the elements and characteristics that create a safe and stress-free learning environment for learners when using extracurricular activities. To achieve this goal, it was necessary to classify ECA activities to identify student preferences. The questionnaire is presented in the form of a Google form. Learners have learned a second language at different stages of their lives and in different institutions. Their current level of language proficiency is also different.

To achieve the research goal, the paper will answer the following research questions:

1. What types (intensity, form, and content) of extracurricular activities do students find less stressful?

2. What is the role of teachers in using extracurricular activities to create a stress-free environment?

3. How can students contribute to creating a stress-free environment by using extracurricular

activities?

4. When is participation in extracurricular activities less stressful?

As a result of the conducted research, it was revealed that students feel safe and stress-free when:

1. Participation in extracurricular activities is not compulsory, but they have a choice whether to participate in it or not.

2. When the extracurricular activity is not reflected in the evaluation and both the teacher and the students understand that it is an aid in the way of language progress.

3. When they have clear instructions about the activity.

4. When the activity is not organized only for strong (or rarely weak) students.

5. When the teacher considers the students' initiatives and adjusts them to her/his pedagogical goals.

6. When the cultural and social experience of learners is taken into consideration when organizing activities.

The paper presents practical recommendations that will help teachers in planning and conducting activities.

In the process of learning a second language, it is generally accepted that a variety of methods and strategies is the most effective way to achieve maximum results.

The use of extracurricular activities in the educational process has a long history (originates in ancient Greece) and its use in the educational process is considered effective. For example, Marsh believes that their use has a significant positive impact on student achievement (Marsh, 1992, p. 553).

In general, in the scientific literature there is a wide variety of literature on extracurricular activities, ways of conducting them, and methods, which mainly discuss their types, ways of conducting them, and their impact on student results and success.

The presented paper is focused on studying, on the one hand, what are the students' attitudes towards extracurricular activities and in what ways it is possible to create a safe environment in the process of their use while integrating them into the formal environment of language learning.

Through classroom observations, questionnaires, and analysis of academic sources, the study identifies and classifies those elements and characteristics that create a safe and stress-free learning environment for students using extracurricular activities. To achieve this goal, it was necessary to classify EC activities to reveal student preferences. 141 Georgian speaking participantns participated in survey. Learners have learned a second language at different stages of life and in different institutions. Their current level of language proficiency is also different (from A1 to C2) .The theoretical framework of the research is based on the approaches and classifications from the literature and also offers individual approaches developed within the framework of the research.

To achieve the set goal, the following research questions will be answered in the paper:

1. What types (intensity, form, and content) of extracurricular activities do students find less stressful?

2. What is the role of teachers in using extracurricular activities to create a stress-free environment?

3. How can students contribute to creating a stress-free environment by using extracurricular activities?

4. When is participation in extracurricular activities less stressful?

Literature review

The term Extracurricular Activities appeared at the end of the 19th century, but in fact their inclusion in the educational process began much earlier. In particular, in the ancient world, some of its forms, such as debates, drama, competitions, circles organized according to interests, were already used to support the traditional education system (McKown, 1952).

The definition of ECA in relation to second language learning belongs to Campbell. According to this definition, these are learner activities that usually take place outside the standard curriculum of educational institutions and are related to the creation of the target country's cultural and learning environment in the learner's country. (Campbell, 1973).

In the scientific literature, points of view about the positive role of extracurricular activities in the process of learning a second language are expressed.

According to Dornoy, extracurricular activities allow students to develop abilities that typically cannot be developed in traditional education settings (Donroe, 2020).

Language learners who participate in extracurricular activities benefit both academically and socially. According to research, their language skills improve as they use the language with students from different backgrounds. Also, socializing with peers allows them to adapt to the school environment and develop a positive attitude towards school (Brenda, 2022).

According to Anna Reva, involvement in extracurricular activities in the language learning process is important from a cross-cultural perspective, also from the point of view of comparing cultures. It provides a comprehensive picture of ECA and defines its role in language acquisition (Reva, 2012).

It should also be noted that approaches to ECAs are not homoginious. For example, in her 2003 dissertation, Elena Stakanova points out that these activities now "distract students from their learning responsibilities and are unnecessary (Stakanova, 2003).

In relation to the extracurricular issue, it is relevant to discuss the issue of Anxiety.

The issue of whether anxiety interferes with language learning has long been of interest to scientists, language teachers, and language learners themselves. It is intuitive that anxiety would interfere with the learning and/or use of a second language (L2). The concept of anxiety itself is multifaceted and psychologists have distinguished many types of anxiety, however in the context of a second language it is essential to consider the identified anxiety specific to this context, which some people experience when learning a language and/or using an L2, usually referred to as language anxiety or foreign language anxiety (FLA). , this anxiety is categorized as situation-specific anxiety, similar to other familiar manifestations of anxiety such as stage or test anxiety (Elaine & Horwitz, 2010, pp. 154-167).

English language learners often experience stress, nervousness and anxiety when learning to speak (Hashemi, 2011).

Some newcomer students feel intimidated when communicating with students who speak the dominant language. Building a community of practice to counter the marginalization of adolescent language learners (Martin-Beltrán et al., 2019).

According to the research of Ornelas, high school students felt apprehensive when participating in ECA, because they did not feel confident enough to communicate with their peers and the teacher. Students consider it preferable to participate in such events when they feel comfortable speaking in English, or when the person responsible for the course (teacher) speaks in their native language (Brenda, 2022).

According to the literature, it is possible to use A dual-task approach to reduce foreign language anxiety (FLA) in second language learning, which means reducing the negative effects of anxiety and using its positive effects (Tran & Moni, 2013)._

According to Meeta Nellaham, humor is one of the important factors in creating a stress-free and social environment in the classroom. The inclusion of humor in the teaching process makes the lesson comfortable and manageable. Humor should be related to the material you covered in class (Nihalani, 2012).

In his study, Jung notes that Hadley, Terrell, and Rardin believe that students must experience some amount of stress in order to be motivated to learn. According to them, if students' anxiety levels are so low that you don't challenge them, there will be little or no language progress (Young, 1992).

When organizing extracurricular activities and determining their functions, you should focus on several factors in order to accurately determine the purpose of including them in the educational process when planning them. one of them Informative gef. As we know, any form of learning is based on a fundamental element: the gap between what the student already knows and what he is learning

(that is, what he does not know). This area is called the 'information gap' (Garside, 2021).

In the same context, it is important to discuss the concepts of Lev Vygotsky and Krashen.

The zone of proximal development (ZPD) is a core construct of Lev Vygotsky's theory of learning and development. The zone of proximal development (ZPD) is defined as the space between what a student can do without help and what he can do with adult guidance or in collaboration with more capable peers (Vygotsky, 1978).

According to Krashen's theory, learners acquire language when they learn something about that language that contains structures slightly above their current level of language proficiency ((i + 1). This happens through extralinguistic information (Krashen, 2011).

Another opinion of Krashen is directly related to the question of our research, according to which the teacher should focus on a communication code that is understandable to the learner. During the silent period, under pressure from the teacher, when students are asked to use the language, they use the structures of their native languages and translate them into the second language. In this case, communication may take place, but there is no progress in the second language (Krashen, 1985).

The connection between ZPD and second language acquisition can be found in other researchers's works as well. One of them is discussed here: learning is a social process, so collaboration is an important element of productive work in ZPD. The author draws on Vygotsky's theory that we learn through dialogic interaction with other people. During this process, students need appropriate guidance, modeling and support, which is made possible through collaboration and interaction with teachers and peers. At this time, teacher support (Scaffolding1) becomes the leading element (Billings & Walqui, 2021)

Oates and Hawley, in their 1983 paper, suggest inviting a local native speaker to lead extracurricular activities. According to them, the inclusion of native speakers is especially important when preparing and organizing meetings, video interviews, role-playing games, interviews, evenings, skits, newspapers, individual presentations and weekends in a second language (Oates & Hawley, 1983).

Having defined the role of ECA activities and its function in educational activities, we need to focus on its types. In the scientific literature, several groups of extracurricular activities can be disnguished.

Andreeva in 1958 divided the ECA into the following groups:

1. 1. Academic and general interest circles (clubs), which were an important part of the Soviet education system in general

2. 2. Mass events (poetry and song performance competition in a foreign language, themed evenings and events; performances in a foreign language; holding conferences in a foreign language and debates and meetings in a foreign language.

3. 3. Individual extracurricular activities included: preparing a conference presentation, preparing a report, etc. in foreign language.

4. Another type of ECAs is correspondence with students from other countries, which could be both individual (the student had a pen-friend) and mass - students keep correspondence between their circle and a group of students in another country with similar interests.

5. Language clubs - were a combination of the extracurricular activities listed above (Reva, 2012). In his work, Dyachenko divides ECA activities into the following 4 types:

1) Competitions

2) mass media (school radio and newspaper...)

3) cultural (celebration of holidays and other events, trips to museums and exhibition halls...)

4) political (debates, focus groups, discussions).

The same author distinguishes between individual ECA events, group (small number of participants) and mass (large groups) (Dyachenko, 1989).

In her research, Anna Reva mentions the following types of activities: games/competition, theme parties, holiday celebrations, and a modern variant of pen friende - online friends from other countries, working on projects, Skype and video conferences. The researcher points out that there are contextual differences in terms of their realization (Reva, 2012).

When creating activities, it is important to consider that these activities are

(a) Meaningful: They allow students to speak English (second language) based on the needs of the activity.

(b) Realistic: must match the student's acquired experience and knowledge in order to understand what is being asked of them. They must be

(c) Purposeful: Students should be given a purpose so that they understand why they are doing the activity and understand that it is relevant to their needs (Ahsani, 2007).

Results and Interpretation

At the first stage, based on our own teaching experience and taking into account the views in the literature, we developed our classification, which is divided into 4 groups and corresponding subgroups:

a) Periodicity of activities

1. Permanent activities that are carried out once or twice a week throughout the academic year.

2. Episodic activities (once or twice a semester).

b) Activities according to the form:

1. Individual non-classroom activities (permanent or episodic, the teacher makes the decision taking into account the educational needs and interests of the students): reciting a poem; song Creating a story, etc. Sh. in the target language.

2. Group non-classroom activities: they are permanent in nature and mainly take the form of clubs: literature club, translation club, film club, music lovers' club, membership of the editorial board of a newspaper or magazine or journalism, participation in the preparation of a website, etc.

3. Mass extracurricular activities are episodic. In them, we combined the following types of activities: Olympiads, festive events, competitions and tours, in which not only narrow groups, but also representatives of a wider audience participate (it can be planned within the framework of the entire institution or in collaboration with other institutions).c) Extracurricular activities by content:

1. Sports
2. Circles based on common interests (language club/book club, translation club...)
3. Mass media (magazine/newspaper/social media activities...)
4. Creative (celebrations/theatre)
5. Cultural (excursions/restaurant visit/cooking class)
6. Socio-political (debates, discussions).

d) activities according to organization

1. Individually organized/self-organized by the student - Pen friend, online games with more than one player, group chats with peers...

2. Organized by the teacher

Such a classification will help teachers to structure activities according to their pedagogical goals and objectives in the process of organizing and planning activities.

As for the information obtained as a result of the GOOGL Format survey, it is of the following type:

141 Georgian-speaking respondents of both genders, whose minimum age was 18, took part in the survey. 64.3% of them were female and 35.7% - male. Language proficiency level from A1 to C2. In the case of having more than one language, they would on the language they considered to be the priority when filling out the questionnaire. The following picture emerged:

72.1% of respondents belong to the age group of 18-25 years; 2.1% - 26 -35.5% - 36- 45 years group. 46-55 age group represents 17.1 %, 56-65 – 3.6%, and 66 and above – 3.6 %.

24.8% studied the language for less than 5 years; From 5 to 10 years – 45.5%. From 11 to 15 years – 18.4%, more than 15 years – 11.3%.

At this stage, the level of proficiency in the second language of respondents is represented by the following percentages: A1 -2.9%; A2 – 5.8%; B1 14.5%; B2- 50 %; C1- 22.5%; C2 -4.3%.

The majority of respondents studied the language in various institutions, namely a) only at school(10.6%) , b) at school and in language courses/with a tutor (39%), c) only in language course/with tutor (7.1%). d) at school and university (9.2 %); e) at school, language courses/

with the tutor and at the university (33.3%). F) Only at the university – 0.7%

The study revealed that 39.1 percent of students rate participation in ECAs with the minimum stress assessment score, and only 2.9 percent rate participation in these activities as stressful with the highest score. However, it is important to emphasize that 31.2 percent of the respondents rate the participation in the ECA with 3 points out of the maximum 5 points, which can also be considered a rather high stress factor.

87.7% of survey participants believe that extracurricular activities helped them to overcome the anxiety associated with learning a second language. According to them (46.1%), participation in ECA was interesting for all ages.

According to the same study, students find it less stressful to participate in group and mass EC activities than in individual ones.

Most of the respondents (65.2 %) prefer activities that are regularly held during the academic year (once or twice a week) and preferebly organized by the teacher (54.5%). This can be explained by the fact that in Soviet and post-Soviet Georgia, the teacher is the planner of the lesson process and her/his role is quite dominant. Perhaps, in this case, this factor is the determinant of the received answer.

As for events organized by content, the majority of respondents consider participation in clubs (language/book clubs) – 38.7%, creative (celebrations/theater) – 35.5% and cultural (excursions/visiting a restaurant/cooking classes)- 48.3%, sport – 44.1% events less stressful.

An important factor in interpreting these data is that the considerable number of respondents belong to the age group who were educated in Soviet schools, or are students of teachers from this age groups. EC activities were often used in the Soviet educational environment and are part of the educational experience that teachers use in their teaching repertoire. At the same time, it should be noted that it was during the period of training of representatives of 46-55 years old that a kind of "thaw" period began, when textbooks of Western standards, which also used these types of activities, became relatively more widespread in the teaching of foreign languages, and, naturally, , this also played a role.

Respondents consider it relatively stressful to engage in mass media (magazines/newspapers/social networks) and socio-political (debates, discussions) activities.

As for debates and discussions, the cause of stress may be anxiety associated with speaking in a foreign language.

Considering other data of the research, it is less stressful for the respondents when the teacher takes into account the students' initiatives and organizes their own pedagogical tasks, they have more opportunities to share, are involved in the planning process. If the teacher takes these factors into account, offers interesting and relevant content and activity form to their interests, stress levels will most likely be reduced.

Additionally, students have been found to experience less stress when:

• Participation was not compulsory and students made their own decisions whether to participate in them or not. (62.5%),

• When the activity score did not affect the final grade (54.1%)

• When students participated in planning of activities (44.2%)

• When learners knew exactly what to do (66.7%)

• When all students could participate (55.6%)

• When their language proficiency was taken into account (58.3%)

• When we had enough time to prepare the activity (63%)

• When the activity did not contradict their cultural experience and social norms (64.9%)

• When humor was involved (74.2%)

• When both the instructor and fellow students were "tolerant" of mistakes (67.3%)

• When they were satisfied with their performance (70.8%)

• All participants knew the language at the same level (62%).

Conclusions and Recommendations

As the survey shows, respondents indicate that of activities have a great potential in terms of overcoming anxiety when learning a second language and their use will have a positive impact on students. As a result of the survey, we can assume that the inclusion of these types of activities will play an important role thanks to the emotional comfort of students and the positive results obtained from it.

Based on the respondents' answers it turned out that students find it less stressful to work in clubs and thematic groups organized by the teacher, events and cultural activities of a mass nature.

For students, participation in these activities should fulfill the function of filling the information

board. It should be based on the Krashen + 1 principle, it should contain a certain challenge that will help to learn new information.

As for the role of the teacher, she/ he should create a free, empathic environment, adjust her/his pedagogical tasks to the interests and needs of students. At the same time, during such activities, it is important not to evaluate by marks, but to concentrate on its benefits.

The role of learners is also important. They should share their experiences with each other, be empathetic and tolerant towards others and be involved in the process of creating and planning activities, not shying away from expressing their wishes and preferences.

When both teachers and students understand the role of these activities, when the material is challenging but doable, the goals of the activities are realistic, and the student understands their benefits, participation becomes less stressful.

The recommendations below are based, on the one hand, on the results of interviews with language learners, and on the other hand, on our many years of teaching experience. To create a safe and stress-free environment, it is effective to use the following approaches to integrating extracurricular activities into the formal language learning environment:

1. When organizing an activity, determine the roles of the participants in advance and take into account the wishes and interests of the students as much as possible. Give precise and clear instructions about the activity.
2. Do not include extracurricular activities in the assessment, but make it clear to both you and the students that they contribute to language progress.
3. The activity should not be organized only for strong (or weak) students, but all students should participate in it.
4. Create an environment in which students feel free.
5. In addition to interests and desires, the teacher should take into account the abilities of the participants, in particular, the level of knowledge of the target language.
6. Activity tasks should be formulated in such a way that they are challenging but, at the same time, non-stressful, so that students are more likely to be able to cope with the task and feel satisfied after completing the task.
7. The following is related to the previous recommendation - the material studied in the class should be used in extracurricular activities as well, the activity should be based on the studied material, providing the possibility of using it in different, non-standard, communication situations close to natural.

8. The task should be fun, non-routine. Chances are that if an activity is done well by the students, the teacher will be tempted to repeat it. It should be noted that any frequently repeated activity becomes boring.
9. In addition to taking into account the level of language proficiency, it is important to take into account the background culture of the learners. The teacher should take into account that some types of activities may conflict with the norms and experiences of the learner's native culture. However, of course, this should not limit the teacher to suggest the norms and rules of the target culture, it is just that in this case it is important to carry out the previous work of the correctly selected activity.
10. In addition to the teacher, it is possible for the learners to participate in the preparation and organization of the activity, including, for example, senior students who study in language teaching programs.
11. Humor is an important factor in creating a stress-free classroom environment. However, it should be noted that students do not perceive humor as irony, sarcasm or mockery. One of the ways to avoid this is for the teacher to involve herself/ himself in extracurricular humorous activities. For example, ask students to make you a character in some humorous text and change the text to match the teacher (change age, appearance, gender, etc.). In addition, it is effective to arrange quizzes and answer mistakes with humor.
12. Informative Gap - In order not to cause disappointment to the learners, consider the informative gap and plan the activity in such a way that the students can discover and acquire new knowledge within the activity, but plan the activity in such a way that it is realistic for the students to overcome it, so that they do not lose motivation. (use + 1 approach).
13. When planning activities, it is important to take into account the age characteristics and interests of students.
14. The difficulty of an activity does not determine its quality. On the contrary, the simpler and relatively easy to achieve the result, the more motivation of learners increases.
15. Consider the resources you will need ECA. Use existing resources, and in some cases you may even create your own ones together with students (make costumes, buy ingredients together for a cooking class, create themed quiz question banks, etc.). Make the process of creating resources an educational activity.

16. Even if the extracurricular activity is not graded, make feedback and verbal evaluation and discussion a necessary part of the activity. It is also effective to involve fellow students in the evaluation process.
17. Consider the time. The time for extracurricular activities should be limited, learners should know the exact schedule and also that they will have to work within a limited time. However, the allotted time should be determined in such a way that it does not become a source of stress for them. In this case, we will have to take into account many factors - the number of participants, age, level of language knowledge, information gap, whether the activity is physical, cognitive or a combination of both, etc.
18. For the organization of some activities (for example, excursion, field work, cooking class) it may be necessary to provide material support from the educational institution. So, before planning the activity, take care of the financial side.
19. Pay less attention to mistakes that students may make;
20. Ask the audience what activity and format they prefer.
21. Do not make participation in extracurricular activities compulsory, but choose them in such a way that the students want to participate in them.
22. Create an empathetic and tolerant environment.
23. It is important that ECA do not reduce students' attention to Curricular activities (E. Stakanova sees this danger in her research). ((Стаканова Е. В. (2003. 107)). Thus, a good balance between curricular and extra curricular activities is an important factor in organizing the learning process. For example, it is possible to conduct EC activities after the completion of the topic/unit. In any case, the learner should be sure, that the process of acquiring academic knowledge is not damaged by these activities, but it is strengthened.

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The Russification Language Policy in Georgia (Based on the Georgian Émigré Newspaper "Sakartvelo")[1]

ABSTRACT
Russification is a special case of cultural assimilation, when small nations fall under the influence of the Russian language and culture (Weinreich, 1953; Thaden, 1981; Weinerman, 1996; Kappeler, 2004; Jones, 2005; Miller, 2008; Weeks, 2010). At the beginning of the 20th century, the norms of the language policy developed in the Russian Empire applied to the conquered and imperial countries, including Georgia.
The present paper aims to study the problems of the Russification language policy on the example of Georgia. The digital corpus of "Sakartvelo" (Georgia), the newspaper of the Georgian Emigrants of the early 20th century, is used to provide empirical data. Illustrative data have been collected and the questions given below are discussed using the method of sociolinguistic: 1) To what extent was the local population of Georgia ready to accept the Russian language in schools and theological education? 2) To what extent was the "immersion method" of teaching justified in the Russification language policy of the early 20th century in Georgia? 3) Under the Russification language policy in Georgia, in what directions was the protection of the Georgian language provided?
Such an approach to the problem will show us what measures were taken by the founders of the Georgian émigré press in terms of exposing the educational policy of Russification, forming a healthy public opinion and protecting the Georgian language, more specifically, how the Georgian newspaper "Sakartvelo", published in Paris in 1903-1905, responded to this problem.

***Keywords*:** *Language policy, Russification, Georgian language, Immersion method.*

Introduction

Russification refers to such a deliberate policy of the Russian Empire, which is aimed at the Russification of national minorities; it is a form of assimilation in which non-Russian people accept the Russian language and culture (Djanelidze, 2008). Various approaches and special studies have been devoted to the phenomenon of Russification in Western political literature (Weinreich, 1953; Kappeler, 2004; Miller, 2008). Eli Weinerman distinguishes political, linguistic, religious, cultural and ethnic Russification (Weinerman, 1996).

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The era of Russification began with the suppression of "the January Uprising" in St. Petersburg in 1863. However, its roots can be traced back to the reign of Nicholas I, who insisted on using Russian instead of French for internal government correspondence (Riasanovsky, 2005, p. 191).

According to Theodore Weeks, from 1863 the "national policy" is understood as "Russification". This term is often interpreted differently, hence some clarification is needed. The Russian government rarely attempted to "denationalize" non-Russian people; moreover, the policy aimed at punishing disloyalty, preventing disorder, centralizing, and promoting Russian as a "lingua franca". From the beginning of the 20th century, "Russification" was particularly successful. From the point of view of non-Russian people limiting education in their native language, imposing strict censorship and even banning publications in certain languages were considered to be an attack directed against their culture and nation. It should be noted that at that time Russian administrators were less interested in the development of non-Russian cultures and languages, which they did not consider worthy of attention (Weeks, 2010, p. 98).

Edward C. Thaden identified three separate kinds of Russification: unplanned, administrative, and cultural. Unplanned Russification refers to the adoption of the Russian language and culture by non-Russians through a process of more or less voluntary cultural assimilation to prevailing norms. Administrative Russification refers to the increasing centralization of the Russian imperial bureaucracy that was an on-going process from at least the reign of Nicholas I. Centralization and "standardization" in the Russian Empire inevitably implied a strong degree of Russification, as Russian was the language of the imperial bureaucracy and thus held precedence above all other languages. Finally, cultural Russification refers to the deliberate policy of attempting to assimilate non-Russians culturally, that is, to make Russians out non-Russians (Thaden, 1981).

Russia was the political center of the empire, and the laws and norms developed here were also applied in other countries of the empire, including annexed Georgia. The Russification policy in Georgia was carried out in three directions: a) political, b) economic and c) cultural. Russia tried to conquer the country in all three directions: politically – by using weapons, economically - by colonizing production, culturally - by Russifying the education. Georgia had to become a constituent part of the empire through the Russification of the Georgian people. The implementation of the idea started from schools. The native Georgian language was completely removed from the curricula and was replaced by Russian (Djanelidze, 2008).

The beginning of the 20th century is one of the most acute and important transitional periods of the Russification language policy in Georgia followed by an endless dispute. Therefore, it can be called a "micro-era".

Russification in Georgia and the Georgian Émigré Press

It was in 19th century when the state function of the Georgian language was first threatened. Georgia lost its statehood in 1801 and the Russian Empire annexed it completely; Georgia became a constituent part of the Russian Empire, and the Russian language policy held the fate of the Georgian language in its hands. Since then, the Russian language had become the language of clerical work, education, courts, and religious service in Georgia. The Russian authorities canceled liturgy in the Georgian language, made Russian the language of instruction in schools, incited ethnic and national conflicts among the residents of the territory of Georgia, etc.

The Georgian press, which protected the interests of the Georgian nation, was subjected to strict censorship rules imposed by the autocratic regime of Tsarist Russia until 1917. Despite such strict conditions, it was still possible to preach about national liberation ideas in Georgia. However, the principles of the democratic press were still limited and violated. Therefore, to save Georgia, which was under the pressure of the Russification policy, prominent representatives of the Georgian society tried to establish and publish such Georgian magazines and newspapers in Western Europe (Paris, Geneva, Berlin) that could be printed without the censorship imposed by the Russian Empire and would disseminate the goals and ideals of the Georgian people.

This is how the pre-revolutionary (1917) Georgian émigré press was formed and launched, which included a total of four periodicals:

1. “Drosha” (Flag), 1873, a hectographic newspaper, Paris, the editor: Niko Nikoladze.
2. “Sakartvelo” (Georgia), the body of the Georgian Socialist-Federalist Party, 1903-1905, Paris, the editors: Archil Jorjadze, Giorgi Laskhishvili, Tedo Sakhokia, the publisher: Giorgi Dekanozishvili; its French version was also published: “La Géorgie”.
3. “Tavisupali Sakartvelo” (Free Georgia), 1913-1914, a monthly magazine dedicated to national issues, the editor: Petre Surguladze, Geneva.
4. “Kartuli Gazeti” (Georgian Gazette), the body of the European Committee of the Georgian National Party, 1916-1918, Berlin, the editors: Leo Kereselidze, Giorgi Kereselidze.

The Newspaper “Sakartvelo”

The newspaper "Sakartvelo" covers the issues of the educational language policy of Russification in the late 19th and early 20th century in Georgia in much detail. The present paper analyses the problems of the language policy highlighted in the mentioned periodical.

“Sakartvelo” _ the newspaper of the Georgian Socialist-Federalist Party was established in 1903

in Paris and was in circulation until 1905. The editor-in-chief of the newspaper was Archil Jorjadze, one of the founders of the Socialist-Federalist Party. The publisher was Giorgi Dekanozishvili, a political and public figure and a publicist, who promptly distributed the newspaper in European countries, and introduced Georgia, the Georgian people and Georgian culture to the public. Public figures and politicians, who were in France (Tedo Sakhokia, Zurab Avalishvili, Noe Zhordania and others) were actively involved in activities connected with the newspaper (Sharadze, 2001, p. 25).

It is worth noting that initially, from 1901, the future socialist-federalists Archil Djordjadze, Giorgi Laskhishvili and Giorgi Dekanozishvili, who later connected their fate with foreign countries, headed the newspaper "Tsnobis Purtseli" (News Sheet) published in Georgia. "Tsnobis Purtseli" published in Georgia and "Sakartvelo" published abroad were joint periodical publications with common ideas and aspirations (Sharadze, 2001: 29). Therefore, it was logical that both newspapers published letters of a similar political, economic and cultural nature including the correspondence related to the educational language policy that holds significant interest for us.

The great merit of the newspaper "Sakartvelo" was the fact that it was the first to raise the question of the national freedom of the Georgian people in Europe. In order to popularize the Georgian problem and attract the attention of the European democratic society, Archil Jorjadze, Giorgi Dekanozishvili and their associates published "La Géorgie" _ a French version of the newspaper "Sakartvelo" in Paris. Renaud was the editor-in-chief of the newspaper, and Giorgi Dekanozishvili's wife, Henrietta Frenois, participated in its publication and preparation. Along with the materials that were printed in "Sakartvelo" and translated from Georgian, it published the letters and comments of French and other Western European political figures (Shvelidze, 1993, p. 114).

Methodology

The aim of the present paper is to study the problems of the educational policy of Russification in Georgia at the beginning of the 20th century. The digital corpus of the newspaper "Sakartvelo" is used as an empirical base.

The research methodology is based on collecting illustrative data and searching for answers to the following questions using the method of sociolinguistic analysis: 1) To what extent was the local population of Georgia ready to accept the Russian language in schools and theological education?; 2) To what extent was the "immersion method" of teaching justified in the Russification language policy of the early 20th century in Georgia?; 3) Under the Russification language policy in Georgia, in what directions was the protection of the Georgian language provided?

Such an approach to the problem will give us the opportunity to see the threats the Georgian

language faced in historical perspective: 1) Under what pressure did the Georgian language have to function and 2) What kind of the Russification language policy was carried out in the education system? In fact, for the Russian imperial regime, language was a tool by means of which it tried to assimilate the inhabitants of the conquered territories.

Russification in Georgian Schools

Language education policy is a form of language policy through which political ideologies can be put into practice (Tannenbaum & Shohamy, 2023, p. 10). Language education policies can be overt or covert, or even contain elements of both. An example of an overt language education policy would be an educational program that specifies what should be taught, for how long, and which teaching methodologies and materials should be used. The national curriculum is often designed as an official document and is distributed to educational institutions. However, the program may have hidden aspects which may include the removal of some subjects or languages based on the political ideologies in power.

Shohamy indicates that language education policy is a powerful mechanism through which language behavior is imposed especially if language is made compulsory by the government or education authorities (Shohamy, 2006, p. 76). Language education policies determine which languages should be taught, learned and used in society. Shohamy believes that language education policies can be used by the government to demonstrate language loyalty, patriotism and collective identity from the population. On the other hand, language education policies can be manipulated from the bottom up; Spolsky (2004) notes that there is often a gap between the language of the home and the language that is offered by the education system of the country.

A language policy in terms of Russification took place in the mid-19th century under Alexander II, whose administration aimed to unify the empire through a series of measures, including the spread of the Russian language. After the Polish Uprising of 1863, the Russian language was declared to be an official language of the Kingdom of Poland. By 1872, in all secular educational institutions there the language of instruction was Russian; In 1873, similar measures were taken to restrict the use of the Ukrainian, Belorussian, Moldavian, Lithuanian and German languages. The Caucasus, including Georgia, became the target of Russification through education, where the local population was required to learn the Russian language (Laitin, 1998). The letter published in "Sakartvelo", the Georgian émigré newspaper, refers to this specific measure of the Russification policy, which states:

"The government tries to turn schools into an instrument of politics and not of education, it introduces the Russian language into Finnish, Polish, Georgian and Armenian schools because,

according to the government, one type of people should live in St. Petersburg, Warsaw, Helsingfors, Tiflis, and Etchmiadzin, and these people should be Russians, because the autocratic government requires the elimination of local differences to make it easier to lord it over a huge unvaried flock for its own glory and benefit" (Sakartvelo, 1903, N3).

The main policy of Russification was the replacement of local languages with Russian in primary, secondary and higher education institutions. This policy was not applied consistently throughout the empire, on the contrary, on the one hand, there were many contradictions and inconsistencies between laws and the policy, and on the other hand, between specific measures that led to resistance.

Although sources on language policy and practice in the Russian Empire are still relatively scarce, several new studies on the policy of the Soviet era have emerged in recent years (Alpatov, 2000; Grenoble, 2003; Smith, 1998) that fill this gap.

From the 1860s the Russian Empire began to systematically pursue the policy of Russification in Georgia. In the last decades of the century, Kirill Yanovsky, head of the Caucasus Educational District, made every effort to eradicate the Georgian language from schools and administration (Jones, 2005, p. 9). In this regard, the press of the Georgian emigrants of the early 20th century actively covered the issue of the eradication of the Georgian language in secular and parochial schools. As a proof of this, the letter written by Ober-Prosecutor Konstantin Pobedonostsev to Paul Lebedev, the Exarch of Georgia, published in the newspaper "Sakartvelo" under the headline "What the Russian Government Thinks of Us" is noteworthy:

"The Georgian school should be a tool only for spreading the Russian language, not knowledge; The parochial schools must be taken away from the Georgian clergy, because the Georgian clergy is not reliable and cannot teach Russian properly; There is a hope for the liberation of Georgia among the circles of Georgian youth; It is necessary to divide the Georgian nation and kill the Georgian language in the Georgian provinces of Samegrelo, Svaneti and Abkhazia" (Sakartvelo, 1903, N2).

It is noteworthy that the full version of Pobedonostsev's letter entitled "Russification of Georgia, Pobedonostsev's Authentic Letter" ("Russification de La Géorgie, lettre authentique de Pobedonostsef") was published in "La Géorgie", issue No.1, 1903 _ a French version of the newspaper "Sakartvelo". He aimed to completely eradicate the Georgian language from the schools of Samegrelo and Svaneti and replace it with the Russian language.

The implementation of the educational policy of Russification in Georgia began as early as 1801, but it reached its extreme levels in the early 1980s. The system began its work by attacking the Georgian language and set itself the task to completely eradicate the Georgian language and Georgian culture from schools. Very few hours were allocated to teaching the Georgian language in schools, but it still hindered the spread of the Russian civilization in Georgia, i.e. impeded the implementation of

the Russification policy.

One of the illustrative documents of Yanovsky's Russification policy in Georgia in the 1980s is the 1881 curriculum of the Caucasian Educational District that was published as a separate book (Учебный план начальной школы – в среде туземного населения и о постановке в ней русского языка. Тифлис, 1881) and sent to the schools under the Ministry for immediate implementation. The essence of the plan was to exclude the mother tongue from elementary schools and to make Russian the language of instruction. According to the plan, in elementary schools all subjects had to be taught in the mother tongue only during the first year. During the second year - both the native and Russian languages were used, and during the third year all the subjects were taught only in Russian. From the third year, the Georgian language was completely excluded from Georgian schools and was not taught as a separate discipline.

According to Yanovksy and royal officials, it was the school that was to become a powerful tool for the degeneration of local nations and their Russification. Certainly, his predecessors understood this well and worked in this direction in Georgia, but his merit to tsarism was the fact that he started the implementation of the Russification policy in Georgia in a more resolute and systematic manner than others (Khundadze, 1939, p. 37).

Yanovsky's first move was soon followed by a harsh reaction resulting in the abolition of the 1881 curriculum and further restrictions on the Georgian language. The Caucasian Educational District completely excluded the Georgian language from the secular and parochial schools of Samegrelo and Svaneti, and it was declared to be a non-native language. Therefore, teachers who gave preference to the Georgian language were obliged to pay special attention to the Mingrelian and Svan languages in the learning process. Pobedonostsev's disgruntled letter, which was published in the émigré press, responded to this matter:

"Since school supervisors and teachers are Georgians, of course, they pay more attention to the Georgian language. Before opening primary and parochial schools in Svaneti and Samegrelo, it was necessary to translate religious books into Svan and Mingrelian languages, to start religious services in these languages, and to teach the Russian language by means of these languages in the same way as in secular schools. But in parochial schools they do not pay attention to this matter, and the local clergy does not support the department of education in publishing prayers in the Mingrelian and Svan languages" (Sakartvelo, 1903, N 2).

As we can see, the Caucasian Educational District tried to replace the Georgian language with Mingrelian and Svan in secular and parochial schools to achieve its final goal. This measure of Russification served the purpose of disconnecting the residents of different parts of Georgia and was

directed against the consolidation of the Georgian nation. The information about the abovementioned can be found in "Chronicles of Georgian Life", the section of the same newspaper: "From Pobedonostsev's letter printed in our newspaper, it seems clear that the government's intention is to divide the Georgian nation and separate people from each other" (Sakartvelo, 1903, N4).

It is significant that the Georgian language and schooling in Georgian were preserved only in the church-affiliated schools, in particular, in parochial schools, where schooling was in the mother tongue. But, despite this, in 1901, Archpriest Ioann Vostorgov, the supervisor of the diocesan school of Kartli-Kakheti, introduced a new curriculum, according to which in all parochial schools of the city, the medium of instruction had to be Russian instead of the mother tongue from the first year at school. He played a big role in eradicating the Georgian language from the parochial schools of Samegrelo and Svaneti and tried to introduce religious teaching in the Mingrelian and Svan languages, which did not bring about the desired results (Sigua, 1959, p. 17). The Georgian émigré press responds to this fact under the title "Vostorgov and Our Depravity", which was considered to be one of the urgent issues in the education field of Georgia at that time:

"The government has been trying for a long time to exclude the Georgian language from the churches of Samegrelo, but since this caused dissatisfaction among the inhabitants, it did not dare to lay its hand on this matter. Today, Vostorgov has taken an alternative approach to the matter and intends to achieve the same goal in a different way: if the Georgian language is removed from the parochial schools of Samegrelo and Svaneti no one will be able to read and write in Georgian. The clergy will also forget to read and write in Georgian and then it will be easy to eradicate Georgian from the church as well" (Sakartvelo, 1903, N5).

The article under the headline "l'oeuvre de Vostorgof" published in the French-language newspaper "La Géorgie", issue No. 4, 1903 provides the information about Vostorgov's harmful activities against the Georgian language. In the newspaper "Sakartvelo" a question was raised concerning Vostorgov and the harmful activities of the official reactionary Russian pedagogy:

"40 Georgian and 6 Russian students study at the parochial school of Kukia cemetery. This year the Georgian language will be abolished and schooling will start directly in the Russian language. Hurrah for Russian pedagogy, which is initiated by spoiled Vostorgov. We will try to inform European society about the Russian scientific pedagogy, and we have doubts that such a science of Vostorgov will greatly raise Russia's prestige in Europe, which is so dear to him" (Sakartvelo, 1904, No. 9).

A letter published in one of the issues of "Sakartvelo" in 1905, provides information on the appointment of a diocesan supervisor of Guria-Samegrelo schools:

"Vasilyev, the former diocesan supervisor of Imereti, who does not know a single word of our language, was appointed as a diocesan supervisor of Guria-Samegrelo schools. It is obvious that

Vasilyev has not been appointed to this position in order to educate; without knowing the Georgian language the supervisor's actions will be a wasted effort. One had to be blind not to guess why Vasilyev has been appointed in Guria-Samegrelo. He is sent to Russify people here. We all know that. But we also know that, today our people are so awake that the Vasilyevs and Vostorgovs cannot make them forget their language, on the contrary, they will encourage them to love it more and awaken the desire to learn it better" (Sakartvelo, 1905, N20).

The struggle of the Georgian intelligentsia for the introduction of the Georgian language teaching was not successful. For example, at the meeting on December 2, 1894 Poti City Council discussed the issue of introducing the Georgian language teaching in the schools of Samegrelo and filed a petition to the trustee of the Caucasian Educational District, which was signed by the head of the city of Poti, Niko Nikoladze. It says:

"... I humbly ask Your Highness to issue an appropriate decree in order to make teaching of the Georgian language compulsory for local children in the city school from the beginning of the next academic year. In addition, I would like to inform you that the city council will cover the necessary expenses for teachers as long as the teaching of the Georgian language continues in the school" (Sigua, 1959, p. 54).

The "Immersion Method" of Teaching

The history of the methodology of foreign language teaching has gone through several stages of its development. One of them was the direct, i.e. natural, the so-called "immersion method" that emerged in the 60s of the 19th century and became widespread in the USA, European countries, Russia, and Georgia as well. The direct method is based on the principle of mother tongue acquisition, therefore, when used in teaching foreign languages, it deliberately refrains from using the learner's native language.

Francois Gouin was one of the first reformers of the nineteenth century who tried to develop a method to teach children a foreign language (Gouin, 1892). At the end of the century, other reformers also paid attention to naturalistic principles of language learning, and for this reason they are sometimes referred to as advocates of the "direct" method. Lambert Sauveur (1826–1907) was among those who tried to apply natural principles to language lessons in the 19th century. He used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting the language. He opened a language school in Boston in the late 1860s, and his method soon became referred to as the Natural Method (Sauveur, 1874). Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native

tongue if meaning was conveyed directly through demonstration and action (Richards & Rodgers, 2001, p. 11).

Maximilian Delphinius Berlitz, a famous German linguist and a teacher, started teaching English as a foreign language in Rhode Island in 1878. It is said that one incident helped to develop a new method of teaching. Berlitz fell ill and asked his French colleague to lead classes. The colleague knew almost no spoken English, however, he intuitively found a way to convey information to the students and was able to translate words without using his native language. As a result of the successful trial, Berlitz and his colleague laid the foundation for the "Direct Method" of foreign language teaching, which later became popularly known as the "Berlitz Method" (Berlitz, 1916, p. 10).

The Berlitz's method turned out to be very successful among wealthy, highly motivated clients, but attempts to implement it in secondary schools have not yielded the desired results as it did not take into account the realities of school education and lacked a thorough methodological basis. In addition, the direct method has a number of disadvantages: not all teachers who speak their native language are highly-skilled professionals. Therefore, they cannot follow the methodological principles and often have to give extensive explanations when a concise answer in the student's native language would be more efficient.

In 1904 "Tsnobis Purtseli" published a long letter about the essence and uselessness of the "immersion method" in educational institutions of Georgia under the title "The Immersion Method":

"Recently, in our schools, and in schools for non-Russians in general, the so-called "natural" or, in other words, unnatural, the "immersion" method of teaching has established itself and almost prevailed. It is called the immersion method because the teacher and the students are not allowed to speak to each other in the language that they both understand, which they know very well and have been speaking since birth... So what is the benefit of this method? None. No matter how even the most committed teacher tries, no matter how he approaches the subject to be studied, the students will still vaguely grasp everything that is explained to them using the sign language" (Tsnobis Purtseli, 1904, N2652).

Based on the above, the suitability of the "immersion method" is rightly evaluated by the journal "Ganatleba" (Education), in the issue N2, 1913:

"This method is not new in the Caucasus. It has a 30-year history... but the method has not won sympathy and is not widespread, because it was accompanied by numerous artificialities. This method has not been developed yet. It is useful for an inexperienced teacher, while an experienced teacher will not be able to get any benefit from it" (Ganatleba, 1913, No. 2).

Individual teaching approaches and methods differ in the way they have addressed these issues from the late nineteenth century to the present. As we can see the Direct Method can be regarded as

the first language teaching method to have caught the attention of language teaching specialists, and it offered a methodology that appeared to move language teaching into a new era. It marked the beginning of the "methods era." (Richards & Rodgers, 2001, p. 12).

From the early 90s of the 19th century, another anti-pedagogical, extremely reactionary measure for Russification in the field of education started to be imposed in Georgia. It was the implementation of the so called "immersion method" in schools, which was organized by Levitsky, the director of public schools of the Kutaisi Governorate. In connection with this, Trophime Khundadze, a researcher of the Georgian pedagogy and a historian, notes:

The "immersion method", which caused great anxiety among the Georgian society members in the 19th century, was not widespread in the schools of Kakheti, and in the Tiflis Governorate in general. The initiative belonged to Levitsky, the director of schools of the Kutaisi Governorate and was spread in this governorate. However, the director of the schools of the Tiflis Governorate - Streletsky did not consider it obligatory and did not implement it in the institutions under his authority" (Khundadze, 1951, p. 122).

When applying the "immersion method" the teacher was forbidden to explain the issues related to teaching the Russian language to the students in their native language. Explaining unfamiliar words and terms using the native language was also forbidden. Every Russian word had to be explained in the Russian language using visual aids and other means. It is natural that many words explained in this way would remain incomprehensible to the students. In such a situation, students only had to mechanically recite the word, the meaning of which was unknown to them.

Interesting information about the authors of the "Natural Method" can be found in the newspaper "Tsnobis Purtseli". It reads as follows:

"The natural way of teaching forbids using the mother tongue (natural language) of foreign nations in their teaching-learning process, and, therefore, it is not natural. This method was first introduced in the United States of America. Gennes and Berlitz were its representatives. From the United States, the Gennes and Berlitz method spread to Germany. They started to write about it in pedagogical journals and many people were attracted to it. A number of textbooks have been written: by Rossman, Schmidt, Zappa, Birnbaum and others. In our country (in Russia), the matter was first dealt with by Sheltsel, and then by F. Levitsky (Caucasus)" (Tsnobis Purtseli, 1904, N2597).

In accordance with the essence and nature of the "immersion method", teachers were forced to visually show many actions. It was often embarrassing for teachers and did not give anything to students. For example, there are known facts when during the class teachers sometimes played the role of a dog and barked, or imitated a chicken, etc. Levitsky himself gave examples of this to teachers at

his "model" lessons, which he sometimes conducted during teacher training sessions and courses. On the basis of the "immersion method" he compiled a new textbook of the Russian language _ Russian Language Course for Primary Schools in Transcaucasia ("Курс русского языка для начальных школ Закавказья"), first published in 1894. This is how Levitsky justifies the expediency of using the "immersion method": "Knowledge of the native language interferes with learning another language, and the conclusion follows by itself: it should not be used to learn another (Russian) language and it should not be taught as an obstacle to it" (Khundadze , 1951, p. 110). Being the director of public schools, Levitsky used his authority and administratively distributed his textbooks to schools in western Georgia and demanded the removal of "Russkoe Slovo" (Russian Word) by Iakob Gogebashvili.

The Georgian émigré newspaper "Sakartvelo" responds to Levitsky's violent interference in educational matters and publishes the information as follows:

"The teachers of the schools of Samegrelo and Abkhazia have received an order from the inspector of public schools of the Kutaisi Governorate and are instructed to teach children using the immersion method in schools, so that in this way the Georgian language will completely disappear in Western Georgia" (Sakartvelo, 1904, N1).

The introduction of the "immersion method" in schools was based on a political claim - it aimed at complete eradication of the Georgian language from schools and was directed against the national interests of the Georgian people. That is why stopping the use of the "immersion method" at schools was rightly considered one of the combat tasks of the national liberation movement. Representatives of the Georgian intelligentsia fiercely opposed all these measures, but to no avail. Tsarism steadily pursued the policy of denationalization taking increasingly harsh and cruel measures to destroy the Georgian language, culture and nation.

Under these conditions, Georgian was the language of instruction only in the church-affiliated schools. Attacks against the Georgian language in parochial schools began from the period when the schools were headed by Vostorgov.

The contribution of the Georgian historian and researcher Tedo Jordania to the protection of the Georgian language is of much importance. He held the position of a supervisor of Guria-Samegrelo parochial schools. In spite of this, he was not in favour of the "immersion method" of teaching:

"I was asked about the immersion method supported by M. Vostorgov. I rejected this method and preferred the "comparative method", i.e. studying the Russian language with the help of the Georgian language. I was asked: Are Mingrelians Georgians or not? I determinedly claimed that Mingrelians are Georgians and they understand Georgian. I thought that many questions would be asked, but none of the attendees gave me any other questions and the debate ended" (Jordania, 1913, p. 5).

The Georgian press raised the issue of intensive teaching of the Georgian language in schools and declared a serious fight against the implementers of the Russification policy and supporters of the "immersion method".

Foreign Authors about Russification in Georgia

It is interesting how Europe reacted to the publication of the newspaper "Sakartvelo" and its French-language version "La Géorgie". The newspaper "Sakartvelo" had a special section "How the European Press and European Public Figures Reacted to the Publication of "Sakartvelo", which was dedicated to the problems of the educational policy in Georgia. Important and valuable letters published in "Sakartvelo" are particularly noteworthy. They refer to Georgia, the Georgian people, the Georgian language and its rich history. Anatole Leroy-Beaulieu, a member of the French Academy, writes:

"Messrs. Editors, I am very glad, that you have sent me your newly published paper _ "La Géorgie". I know your beautiful homeland, which is undoubtedly considered the most beautiful area of the country. I have always been opposed to the policy aimed at degeneration and Russification of your country... Your desire to preserve the nation will always be sympathized with by all liberals who, like me, believe that small nations have every right to protect their identity and language" (Sakartvelo, 1903, N4).

In addition, the editorial office of "Sakartvelo" received a letter from Oxford professor York Powell printed in the 80th issue of the French newspaper "Européen". The letter entitled "Tsarism and Georgia" was written by Pierre Chiaro:

"Recently, the policy of Russification has awakened national consciousness in the Caucasus. Since 1892, Pobedonostsev has shamelessly been claiming that the Georgian school should be considered to be an instrument for spreading the Russian language. He also reproached Georgian teachers for having a great desire to preserve the Georgian language. Pobedonostsev has fallen in love with the Mingrelian and Svan dialects and believes that the Georgian language is hostile to these dialects. For the sake of spreading "culture and Christianity", Pobedonostsev wanted to translate books into these dialects, and teach the Russian language using these dialects instead of Georgian" (Sakartvelo, 1903, N4).

The establishment of the newspaper "Sakartvelo" was not overlooked by "The Times", one of the largest and oldest English newspapers in Europe. On the pages of the issue of August 15, 1903 its correspondent tells readers about the Georgian newspaper published in Paris:

"It is interesting that the desire to protect the national identity was born among Georgians, for

which they founded a special body "La Géorgie" in Paris. Alexander I incorporated the old Kingdom of Georgia into Russia in 1801, who promised Georgians to preserve their language. But all this was an empty promise. Since then Russia has been trying to Russify Georgia. Not a single national institution remains in Georgia, everything is taken away by Russia. The Georgian language is banned in schools, and Pobedonostsev, in order to strengthen Russian influence, even took the leadership of parochial schools away from the local clergy" (Sakartvelo, 1903, No. 7).

A well-known Danish critic Georg Brandes dedicated a long letter to Georgia entitled "The Georgian Nation", which was published in the Danish newspaper "Politiken" N180. The information about the abovementioned can be found in "Sakartvelo", the 3rd issue of 1903:

"In 1801, Pavle insolently issued a "decree" announcing the complete union of Georgia with Russia. Since then, Georgians have been silent, but now they have broken this silence and are still striving for liberation. Their mother tongue has been excluded from schools. We can clearly see this from Pobedonostsev's letter, in which he forbids the clergy to teach in the Georgian language in parochial schools. All such measures are not used for the benefit of the students, because the Russian language is rarely understood by the students. It is done only to spread the Russian language. As for schools, their number is very small and the situation has become so bad that a quarter of the students can hardly read and write" (Sakartvelo, 1903, No. 6).

The problem of the educational policy of Russification is discussed in the letter published in "Sakartvelo" under the title "The National Question", the extract from the book "Histoire politique de l'Europe contemporaine. Évolution des parties et des formes politiques (1814-1914)" by Charles Seignobos, a French historian and Sorbonne University professor:

"What does the all-Russian social democracy promise us? Let's see their programme. In it we find Article 8, which states: People are given the right to be educated in their mother tongue; The state and local self-government bodies should open and maintain schools necessary for the education of the people; Every citizen has the right to speak their native language during meetings; Along with the state language, the mother tongue also has an equal right in public and state institutions. I will quote the very article from the Austrian constitution that refers to the national question: "Every race in the state is equal before the law: in particular, every person has the inviolable right to protect their nationality and language." In schools, state institutions and public life the equality of languages, that are found in the country, is ensured by the state. In the areas, where there are representatives of various races, public education institutions should be arranged in such a way that none of them is obliged to learn a foreign language; In particular, education should be given to every race in their mother tongue. (Sakartvelo, 1904, N3).

Conclusion

The aim of the article was to study the issues of the educational language policy of Russification in Georgia according to the press of the Georgian emigrants of the early 20th century.

The language policy in the educational field took its extreme form in the late 19th and early 20th century, when public education in the Caucasus was headed by Kirill Yanovsky, the trustee of the Caucasus Educational District.

The Russification policy was directed against all local elements _ the eradication of the language, national culture, and aimed at the assimilation of the Georgian people. Public, parochial and theological schools in Georgia, namely in Imereti, Samegrelo and Svaneti, were the main segments of the education system, where the essence and nature of the reactionary Russification, colonial policy of tsarism were strongly manifested, the main goal of which was the Russification and assimilation of the future Georgian generation.

The exposure of the educational policy of Russification, the elucidation of its essence and nature, and the formation of a healthy public opinion occupied an important place in the social movement. The progressive print media was widely used for these purposes. Georgian democratic intelligentsia, writers, publicists, public figures, teachers boldly wrote in the press against such figures in the administration of the educational institution (Yanovsky, Pobedonostsev, Vostorgov and others), who were focused on destroying the Georgian people, their language and culture. The press of the Georgian Emigrants of the early 20th century, including the newspaper "Sakartvelo", played a major role in protecting the native language and enhancing its importance.

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History of Terminological Work in Georgia and Modern Georgian Terminology

ABSTRACT

This paper explores modern Georgian terminology against the backdrop of the history of Georgian term formation. It studies different periods of terminological work in the country and discusses the characteristic features, challenges and achievements of each period.

The empirical data that this article is based on was collected from several biological dictionaries (see the dictionary section of references), 800 terms altogether, from the fields of immunology, genetics and biotechnology.

The study applied a quantitative method of analysis. The selected terms were also analyzed with regard to their sources and structural-semantic characteristics. The tradition of Georgian term formation differs significantly from the state of modern Georgian terminology which is mostly filled with borrowings from the English language. This determines the necessity to re-evaluate the existing practice of terminological word formation and develop new approaches.

Key words: *Modern Georgian terminology, terminological tradition, transliterated terms.*

Introduction

The study of modern Georgian terminology of different domains reveals that, in the majority of cases, new terms enter vocabularies of different fields as direct borrowings, i.e. transliterated versions of their respective English terms. Borrowed terms are not transparent, on the other hand, one of the important conditions that a good term should satisfy is its transparency and motivation. This is clearly stated in the definitions of the term, given in works of Georgian scholars (Ghambashidze, 1986; Ghlonti, 1983; Melikishvili, 1975; Pochkhua, 1974).

Terms are special linguistic units that express scientific concepts and play an important role in the process of establishing relevant communication among specialists within the field. Therefore, well-formed terminology is a precondition for the development of a certain field of knowledge.

We live in an epoch of rapid technological development. Modern technologies penetrate

different fields and cause revolutionary changes there. “The rate of technological progress is constantly increasing, leading to the introduction into our routine activities of certain things which not very long ago would seem to belong to the realm of science fiction. Such rapid development of any field of science implies the spontaneous generation of new scientific terms, and the influx of such terms in nearly every field of knowledge is another characteristic feature of our era” (Margalitadze, 2018, p. 340). The influx of new concepts in every domain, and the need to designate them, gradually caused some changes in the structural and semantic characteristics of modern terminology (Fontenelle, 2014; Margalitadze, 2018). The analysis of the above-mentioned processes and the state of Georgian terminology against the backdrop of these changes is of great importance at the present stage of the development of Georgian terminology.

Terminology and terminological work in a particular country is affected by social changes, which have a major effect on linguistic needs. Technology is growing rapidly and pervades all spheres of society. Technological developments in the fields of information and communication create the need for new ways of communication that did not exist previously. The vocabularies of these languages require constant updating (Cabre, 1992).

That is why it is so important to pay more attention to the process of the terminological work and take into consideration the history of Georgian term formation while working out terminological policy for Georgian. These considerations determined our choice of the research topic: to explore modern Georgian terminology against the backdrop of the history of Georgian term formation.

Some Tendencies of Modern Georgian Term Formation

In order to have a close look at modern Georgian terminology, we selected 800 terms from the domains of immunology, genetics and biotechnology. These fields developed later compared to traditional domains, like, for example, botany, zoology or anatomy and they enabled us to trace some tendencies of the Georgian term formation methods in the second half of the XX century and the beginning of the XXI century. The terms were extracted from several dictionaries of biology, genetics and immunology (see the dictionary section of the references). Terms were also extracted from a manual of biology and its Georgian translation (Suni, 2012) with the help of the terminological extraction tool SynchroTerm[1]. Terms were

[1] https://terminotix.com/index.asp?content=category&cat=6&lang=en

chosen based on the principle of random sampling.

The terms were analyzed from the point of view of term formation. We made a quantitative study of the selected terms to find out what was the predominant tendency of term formation in Modern Georgian, direct borrowing or the use of resources of the Georgian language. For analyzing term formation methods we relied on the monograph of Georgian terminologist R. Ghambashidze (1986) and the ISO standard 704-2022 "Terminology Work – Principles and Methods".

The results of the study have revealed, that 75-80 % of Georgian terms (i.e. 600-640 terms out of 800) from the above-mentioned domains are transliterated from their respective source language equivalents, mostly from the English language. Below are given examples of borrowed terms (see examples 1-14):

(1) **acceptor splicing site -** *biotech.* სპლაისინგის აქცეპტორული საიტი (splaisingis akʻcʻeptoruli saiti).

(2) **amorphic mutation -** *gen.* ამორფული მუტაცია (amorpʻuli mutacʻia).

(3) **annidation** - *gen.* ანიდაცია (anidacʻia).

(4) **antigenic shift -** *immun., gen.* ანტიგენური შიფტი (antigenuri šipʻti).

(5) **attenuator -** *gen., biotech.* ატენიუატორი (ateniuatori).

(6) **clonal deletion -** *immun.,* კლონის დელეცია (klonis delecʻia).

(7) **clonal expansion** - კლონის ექსპანსია (klonis ekʻspansia).

(8) **insertional inactivation -** *biotech.* ინსერციული ინაქტივაცია (insercʻiuli inakʻtivacʻia).

(9) **affine gap penalties** - აფინური გეპ-პენალტები (apʻinuri gep-penaltebi).

(10) **expression profiling** - ექსპრესიის პროფილირება (ekʻspresiis propʻilireba).

(11) **parametric bootstrapping** - პარამეტრული ბუტსტრეპინგი (parametruli butstrepingi).

(12) **combining site -** *immun.* კომბინატორული საიტი (kombinatoruli saiti).

(13) **electroblotting -** *biotech.* ელექტრობლოტინგი (elekʻtroblotingi).

(14) **electroporation –** *biotech.* ელექტროპორაცია (elekʻtroporacʻia).

The study also showed us that approximately 20-25% of terms (i.e. 160-200 terms out

of 800) are formed in Georgian with the Georgian language resources. Below are given some examples of such terms (see examples 15-24). As our analysis has revealed, the main methods of term formation are structural borrowing or semantic borrowing.

(15) **binding site-** *immun.* შემაკავშირებელი უბანი (šemakavširebeli ubani).

(16) **cross-reacting-** *immun.* ჯვარედინად მორეაგირე (jvaredinad moreagire).

(17) **mast cell-** *immun.* პოხიერი უჯრედი (poxieri ujredi).

(18) **fold library -** ნაკეცების ბიბლიოთეკა (nakec‘ebis bibliot‘eka).

(19) **protein folding -** ცილის დაკეცვა (c‘ilis dakec‘va).

(20) **shotgun approach -** საფანტის თოფის მიდგომა (sap‘antis t‘op‘is midgoma).

(21) **prey proteins -** მტაცებელი ცილები (mtac‘ebeli c‘ilebi).

(22) **hairpin structure** - სარჭის სტრუქტურა (sarčis struk‘tura).

(23) **false negatives** - მცდარი უარყოფითები (mc‘dari uarqop‘it‘ebi).

(24) **false positive** - მცდარი დადებითები (mc‘dari dadebit‘ebi).

As can be seen from the above examples, the majority of terms are structural borrowings. The structure of English terms is preserved and English words are replaced by their Georgian equivalents, e.g. shotgun approach, prey proteins, hairpin structure (20, 21, 22), etc. Semantic borrowing is also used but less frequently. The terms “fold library”, “protein folding” (18 and 19) are examples of semantic borrowing. “Fold, folding” developed a terminological polysemous meaning in English. They have migrated to biotechnology and are used with protein. The Georgian language has borrowed the polysemous meaning of “fold, folding” and developed the same polysemous terminological meaning to the Georgian equivalent of “fold”.

Some Structural and Semantic Characteristics of Modern Georgian Terms

In this article, terms were also studied with regard to their structural and semantic characteristics. For the study of the structure and semantic features of terms, we also relied on R. Ghambashidze’s monograph (1986) and the ISO standard 704-2022 “Terminology Work – Principles and Methods”. The research showed that there is an increasing number of multi-word terms in modern Georgian terminology. About 30% of terms (i.e. 240 terms out of 800), analyzed by us, are one-word terms (simple, derived or compound). See examples below (25-

30):

(25) **aberration-** *gen.* აბერაცია (aberac‘ia).

(26) **aptamer-** *gen.*, *biotech.* აპტამერი (aptameri).

(27) **callus-** *biotech.* კალუსი (kalusi).

(28) **cosmid-** *gen.*, *biotech.* კოსმიდი (kosmidi).

(29) **affinity –** *immun.* აფინობა (ap‘inoba).

(30) **alloantiserum –** *immun.* ალოანტიშრატი (aloantišrati).

Approximately 70% of terms (i.e. 560 terms out of 800) proved to be analytical or multi-word terms. Analytical terms are not short and laconic but, on the other hand, they are transparent, with clear motivation. The study showed that even English analytical terms are sometimes transliterated into Georgian. Transliteration of analytical terms causes considerable terminological ambiguity, which is a negative tendency for the development of any field (e.g. see examples 31-34):

(31) **massively parallel sequencing**- *biotech.* მასობრივ პარალელური სეკვენირება (masobriv paraleluri sekvenireba).

(32) **northern blot**- *biotech.* ნოზერნ-ბლოტინგი (nozern-blotingi).

(33) **site-specific mutation**- *gen., biotech.* საიტ-სპეციფიკური მუტაცია (sait-spec‘ip‘ikuri mutac‘ia).

(34) **vascular addressin**- *immun.* ვასკულარული ადრესინი (vaskularuli adresini).

Concerning semantic features of terms, polysemy is not frequent in the above-mentioned domains. This fact is caused by the increased number of analytical terms (70%). On the other hand, the research revealed, that there are many examples of polysemy of one-word terms (see examples 35-37).

(35) **carrier- 1.** *gen.* რეცესიული ალელის მატარებელი ინდივიდუუმი (rec‘esiuli alelis matarebeli individuumi); **2.** *immun.* ჰაპტენის მატარებელი ცილა (haptenis matarebeli c‘ila); **3.** ბაცილმატარებელი, პათოგენური მიკრობების მატარებელი (bac‘ilmatarebeli, pat‘ogenuri mikrobebis matarebeli).

(36) **domain- 1.** დომენი, ზესამეფო (domeni, zesamep‘o); **2.** *mol. biol.* დომენი (domeni); **3.** *mol. biol.* დომენი (domeni); **4.** *immun.* დომენი (domeni).

(37) **follicle- 1.** *anat. zool.* ფოლიკული, ჩანთა (p'olikuli, č'ant'a); **2.** *immun. ლიმფური* ფოლიკული (limp'uri p'olikuli); **3.** *bot.* ფოთლურა (p'ot'lura); **4.** *entom. მუხლუხის* პარკი (muxluxis parki).

We have also observed frequent cases of synonymy in the terminology of analyzed fields of knowledge (see examples 38-42).

(38) **capping -** *gen.* კეპირება (kepireba) (*also* რნმ-კეპირება (RNM-kepireba) – RNA_capping).

(39) **acquired mutation -** *gen.* შეძენილი მუტაცია (šeženili mutac'ia) (*also* სომატური მუტაცია, სომატური უჯრედის მუტაცია (somaturi mutac'ia, somaturi ujredis mutac'ia) - somatic mutation)

(40) **domain -** დომენი (domeni) (*also* ზესამეფო (zesamep'o) - superkingdom)

(41) **complementary DNA -** *gen.* კომპლემენტარული დნმ (komplementaruli dnm) (*also* კ-დნმ (k-DNM) - cDNA)

(42) **cell-mediated immunity -** *immun*. უჯრედული იმუნიტეტი (ujreduli imuniteti) (*also* T-უჯრედოვანი იმუნიტეტი, უჯრედული იმუნური პასუხი (T-ujredovani imuniteti, ujreduli imunuri pasuxi) - cellular immune response, cell-mediated immune response).

As a result of our study, we have revealed a considerable number of borrowed terms from English into Georgian (75-80%). The next chapter will give a brief survey of the history of terminological work in Georgia, in order to review the tradition of Georgian term formation and compare it to the state of modern Georgian terminology.

Brief History of Terminological work-in Georgia

The development of terminological work in Georgia has a very long history. L. Karosanidze distinguishes four the most important periods in the history of terminological work in Georgia:

1. The 10^{th}-12^{th} centuries
2. The period of Ilia Tchavtchavadze and his contemporaries
3. The so-called Nikoladzes' period
4. The Soviet period (Karosanidze, 2012).

The Middle Ages was the era, when Ioane Petritsi and other Georgian translators

enriched the Georgian language with translations of theological texts from Greek. Ioane Petritsi was a well-known Georgian translator of Greek theological-philological works. In the 10th-12th centuries several unique theological works were translated or adapted from Greek into the Georgian language which created a solid basis for the development of the Georgian scientific language. Ioane Petritsi's contribution to the formation of Georgian philosophical-theological language stands out. Like Ioane Petritsi, Eprem Mtsire also elaborated special terminology while translating texts from Greek. Georgian translators tried to find adequate Georgian equivalents of Greek terms or create new terms in Georgian relying exclusively upon Georgian language resources. When necessary, they also resorted to borrowings. Georgian terms არსი (arsi) "essence, gist", მეტყველება (metqveleba) "speech", თვითმყოფობა (t'vit'mqop'oba) "identity", მოძღვრება (možġvreba) "teaching, doctrine", ცნობიერება (c'nobiereba) "consciousness", ენამზეობა (enamzeoba) "oratory" were created at that time. Georgian language and the words from common Georgian vocabulary were quite skillfully used for Georgian term formation.

Translations of Giorgi the Hagiorite made a pioneering contribution to the formation of the Georgian scientific terminology. He used affixes of the Georgian language (e.g. -ობა [-oba], -ება [-eba]) to create new terms. Giorgi the Hagiorite also used case endings, such as -ით (-it) or -ად (-ad) to form new terms, for example: გონებითი (gonebit'i) "mental", ხედვითი (xedvit'i) "visual", ცვალებადი (c'valebadi) "changeable", მყოფადი (mqop'adi) "future", etc. He borrowed a term only if a Georgian word could not fully express the meaning of a Greek term. However, such cases of transliteration were quite rare. There are also many examples of translation loans of Greek terms. This is a tradition that modern terminologists should follow. As D. Melikishvili argues in her book, there is no language with ready-made terminology. But there are methods of their formation in every language. Scientific terminology is formed and developed from generation to generation over centuries and this process follows economic, political and cultural development of a country. Medieval Georgian translators created terms by using resources of the Georgian language proper, this was their main principle (Melikishvili, 1975).

After the 13th century there was a big gap in terminological work in Georgia because of the political situation in the country and constant invasions. In the 19th century this process was renewed by Ilia Tchavtchavadze. As Karosanidze notes, "He and his contemporaries called for reviving literary Georgian language. Ilia Tcahvtchavadze appealed to the nation

saying that all the institutions, all kinds of social activities, all the literary pieces of work be they original or translated, should serve the progress of the nation, defending national rights, through caring about the culture and language. He considered it absolutely necessary to gather a special commission, which would settle the matters of arguments related to the language adjustment, improvement and would determine the obligatory rules of the language" (Karosanidze & Khurtsilava, 2018, p. 9-10).

Establishing the first university (1918) by Georgian scholars played a key role in the process of terminological work in Georgia. The first professors of the University, led by its founder Ivane Javakhishvili, translated many terms into Georgian to create the Georgian scientific language. The years of independence gave great impetus to the development of science and scientific language. The main aim of the educated society was to develop the Georgian scientific language. They replaced many foreign words with native equivalents.

The fourth important period in the history of development terminological work in Georgia is the Soviet Period. The terminological policy was conducted by the Soviet government, who introduced a lot of internationalisms in the language, as they believed that foreign words enriched the language (Karosanidze, 2012). Using Foreign terms alongside their Georgian equivalents became obligatory at that time. This policy gradually ousted many Georgian terms from the language. New terminological policy was obvious from the press, from the dictionaries published in those years. One example from Karosanidze's book illustrates this policy very well:

Абажур- შუქფარი (shuqfari) (1920)

Абажур- შუქფარი (shuqfari), აბაჟური (abajuri) (1921)

Абажур- აბაჟური (abajuri), შუქფარი (shuqfari) (1925)

Абажур- აბაჟური (abajuri) (1935) (Karosanidze, Khurtsilava, 2018, p. 15).

Despite many difficulties faced by Georgian scholars in the Soviet epoch, it should be noted that they managed to develop the Georgian terminological school. The Georgian Academy of Sciences which incorporated many scientific research institutes, published numerous terminological dictionaries in the 20th century which cover practically all fields of knowledge. The situation is radically different today. Nowadays the English language dominates throughout the world. It is the Lingua Franca. Naturally, it has a big impact on our native language as well. The influx of new terms in Georgian is mostly from English and the percentage of borrowed terms from English is very high as was shown in section 2 of the present paper.

Discussion

Studying the terms from the fields such as immunology, biotechnology and genetics has revealed that direct borrowing has become one of the main methods of introducing new concepts in the mentioned fields. 75-80 per cent of terms, analyzed by us are transliterated versions of their respective English terms. It is to be noted that in some cases, even multi-word terms are transliterated. As a result, terms are not transparent and motivated. This fact causes terminological ambiguity, which is a negative tendency for the development of a field itself.

Studying modern Georgian terminology against the backdrop of the history of terminological work in Georgia proved that the methodology of term formation has changed and the percentage of borrowed terms has increased.

On the other hand, the nature and characteristics of modern terminology has altered. As Margalitadze argues, we see the increased tendency of migration of common words into terminology. We observed this tendency in the fields analyzed by us as well. According to Margalitadze, the main cause of this phenomenon may be the fact that: "The language is trying to apply the principle of linguistic economy and to make the maximum use of available linguistic resources. These available resources are found, of course, in the existing common vocabulary. Consequently, to convey new knowledge, the language is trying to use existing words rather than create new ones" (Margalitadze, 2018, p. 341). Thus, more common words are used in English terminology which makes terms clear, motivated, easy to understand and remember. These terms are borrowed in Georgian instead of following the same method and applying Georgian words in terminological word formation. As a result, these terms are vague, not clear or motivated. The history of Georgian term formation provides sufficient proof of the fact that the Georgian language has enough resources for the formation of new terms and there is no need to borrow everything into Georgian.

Conclusion

As noted above, we live in the era of the rapid development of science and technology which causes the influx of new concepts in many domains. The generation of numerous terms poses a big challenge for the Georgian language. Unprocessed and unclear terminology may become an impediment factor for the development of fields of knowledge. That is why it is so important to pay more attention to the process of terminological work and take into

consideration the history and tradition of Georgian term formation.

The study of Georgian terminological work in different epochs proves that the Georgian language has enough resources for the formation of new terms. Georgian scholars and translators skillfully applied the resources of the Georgian language to create Georgian equivalents of foreign terms. This does not mean that terms were not borrowed, but such instances were comparatively few.

There is an urgent need that terminologists and domain experts make important decisions on the terminological policy for the Georgian language. William Martin writes in one of his papers: "The (ideal) terminologist as an individual does not exist. The (ideal) terminologist is a team" (Martin, 2006, p. 92). Thus, terminological work needs close collaboration of domain expertise, linguistic expertise and information management expertise in order to function properly and develop adequate terminology for the Georgian language.

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English-Georgian and Georgian-English explanatory online dictionary of chemistry terminology

ABSTRACT
The new English-Georgian and Georgian-English chemistry explanatory dictionary has been created on the base of IUPAC recommendations and published online. This is the first attempt to follow one of the priorities of the Georgian language state program – harmonization and standardization of modern field terminology.
The structure of the dictionary follows the same principle of word-article construction as the English dictionary, and includes a lexical unit, a subfield of chemistry or a related discipline, a definition/article of a term, a section "see also" and a list of references. During online dictionary development have been carried out editing of existing terms and synchronization with international terms, correcting the terms according to the established norms of transliteration-transcription of the English phonetic system, introduction and establishment of new terms, overcoming parallelism and synonymy in terminology, etc. The dictionary reflects more than 5000 terms with their definitions.

Keywords: *chemistry terminology; Georgian terminology; explanatory online dictionary*

Introduction

The dictionary was created based on the recommendations and proposals suggested by the permanent commission of the international union of pure and applied chemistry IUPAC (www.iupac.org) responsible for the development of new chemistry terms, correct and international recognition of concepts, laws, definitions, etc.

The Georgian-English and English-Georgian chemistry explanatory online dictionary is created based on the terminology developed by IUPAC and published as a "Gold Book" (Gold Book,

IUPAC, 2014). Online dictionary is located at the web address: www.chemistry.ge/dictionary and has a free access for any interested person.

The dictionary was developed at the Agricultural University of Georgia with the financial support of Shota Rustaveli National Science Foundation of Georgia. This is the first attempt to follow one of the priorities of the Georgian language state program – harmonization and standardization of modern field terminology. An extended editorial board with the participation of leading specialists from various universities, both chemists and terminologists-linguists, has been involved also in the process of developing the dictionary.

For the history of the issue

Terminological explanatory online dictionary of chemistry in Georgian language is being created for the first time, although the creation of a terminological dictionary has a long history. Complete and detailed discussion regarding the matter is presented in the thesis written by M. Kikvadze "Structural-semantic analysis of chemistry terminology" (Kikvadze, 1995, 12-34). Accordingly, we were completely relying on the references and facts provided by the scientist. The one of the first attempt to come up with Georgian terms is made by Vakhtang VI tried in the work "The Book of Mixing Oils and Chemistry", which was republished in 1981. A large part of the terms presented in this book has survived until today in the science of chemistry (**vercxlisc̣q̣ali** – mercury, **ḳala** – tin, **rḳinis žangi** – iron rust, **nišaduri** – ammonia, **ḳap̣uri** –
– camphor, **gogirdi** – sulphur, **sp̣ilenǯi** – copper, **t̢q̢via** – lead, etc).

Researchers have noted that in the second part of Vakhtang VI's book, during discussing the issues of chemical processing of oils, instead of Eastern (Persian-Arabic) vocabulary, he uses European terms: antimony, trementhim, lavender, etc. However, the preference for Georgian terms is also obvious. It can be said that Vakhtang VI is a continuation of the historical tradition of term creation. We have in mind the terminological activity of medieval figures – Efrem Mtsire, Ioane Petritsi, when they created a unified philosophical-theological terminological system by borrowing terms from the Greek language, as well as by means of words and word-formation models found in the depths of the Georgian language.

A new stage in the development of chemistry terminology relates to the turn of the 19th and

20th centuries when a discussion was held in Georgian magazines and newspapers about the establishment of Georgian terms in various fields of natural sciences. The articles of Vasil Petriashvili, a chemist, were especially distinguished. He developed the Georgian terms of chemistry on a scientific basis in his famous works: "Setting wine" (1895) and "Milk and its various applications" (1898). It is noteworthy that the term "jangbadi" V. Petriashvili established it instead of the previously used "mjavbadi".

Naturally, a new stage in the creation of the scientific language of chemistry began in 1918 with the establishment of the Georgian State University, which was headed by the chemist Petre Melikishvili. He participated in the work of the Commission for the development of scientific terminology, as well as once chaired the Commission of chemical terminology for public schools.

Terminological work based on scientific principles began in Georgia from 1920 after establishment of The Technical Society of Georgia (head G. Gedevanishvili, secretary – chemist Vasil Kakabadze).

Georgian equivalents of technical terminology became the most pressing issue after foundation of Georgian national schools and switching the education system from Russian to Georgian.

Indeed, very soon this society published a Russian-Georgian terminological dictionary "Glossary", which combined several fields, including chemistry. This dictionary played a major role in the creation of Georgian technical terminology (Karosanidze, 2020, 4-32). The position of the compilers of the dictionary was strongly positioned: to find Georgian analogues of international science and technology terms for avoiding usage of foreign ones.

In the scientific literature It has been rightfully noted that such an approach to term creation is conditioned by the task, the solution of which was necessary in the shortest possible time. The creation of Georgian terms on nearly bare foundation required a search for words not only in the literary language, but also in dialects of Georgian Language, research into the word-formation models of the Georgian language and their corresponding uses. This happened simultaneously with A. Shanidze, V. Topuria, Arn. Chikobava performing scientific research of the structure of the Georgian language, form and word formation models, language capabilities. Thus, "Glossary" could not be protected from improper forms and artificially created words. So, while working on chemical terms, compilers renamed many chemical terms and introduced many artificial ones.

The issue remains controversial: was it necessary to refuse to fully borrow terms or not? This question is still relevant, because modern trends present the problem of term creation in all languages, including Georgian. The internationalization of terms began in the 20th century, but it is also clear that the national scientific school cannot exist without a corresponding Georgian metalanguage. Vukol Beridze, who headed the scientific terminology of the Institute of Linguistics of the Georgian Academy of Sciences, developed a novel approach to the terminology of chemistry. It has already been decided that introduction and implementation of international terms was necessary. However, one debatable issue arises here: these international terms were introduced through the Russian language, which means that the features of the Georgian phonetic system and issues of transliteration were often neglected. We will refer to this issue below. Here we will note that both directions of chemistry terminology development (internationalization and nationalization) coexisted. For example, in "Technical Terminology" (1957) published under the editorship of Prof. R. Nikoladze, as well as in "Dictionary of Chemistry Terminology" (1970), both, the motivation to give priority to Georgian terms and the choice of Georgian word formation models, can be seen.

In fact, subsequent editions of the Georgian Terminology of Chemistry were based on the Dictionary of Chemistry Terminology mentioned above. Authors of textbooks also used this dictionary. However, in 1975 "English-Georgian short dictionary (for biologists and chemists)" was published by Ts. Menabde. It was an interesting attempt in terms of creating a direct correspondence with the English language independently of Russian.

In independent Georgia, the issue of updating and developing national scientific terminology, including technical terminology, became relevant again. Following the development of chemistry, its adjacent or subdisciplines, new terms flow from European languages. It was necessary to reconcile the existing terms with the European ones, including those universally recognized by IUPAC. In 1992, it was decided to prepare a four-language terminological dictionary of chemistry by the suggestion of the relevant departments of the National Academy of Sciences of Georgia. Accordingly, the scientific terminology department of Arnold Chikobava language institute with close collaboration with large team of chemists prepared and published "Four-Language Chemical Dictionary" in 2004, edited by Acad. G. Tsitsishvili. The dictionary is based on the previously published dictionary (in 1970) but along with the Russian language, English-German terms are

also presented. Four-Language Chemical Dictionary includes about 8000 items.

According to the preface, the names of chemical compounds are included in both historically established names as well as "modern rational nomenclature given in appropriate language and responding to the recommendations of the International Union of Pure and Applied Chemistry (IUPAC)" (Tsitsishvili & Gambashidze, 2004 , VI)

All chemistry dictionaries are only translational, and in fact, we still didn't have an explanatory terminological dictionary, unless we consider S. Adamia's "Dictionary with short definition of chemical terms" (1998) containing about 1000 terms, "Explanatory dictionary of soil science and Agrochemistry " published by O. Oniani and R. Petriashvili in 1981.

The era of modern technologies has presented new opportunities and ways of development, including in terminological activities. The digitization of metalanguage and the creation of online resources is becoming more and more relevant. The English-Georgian-Russian online dictionary of technical terminology has been actively used for several years (https://techdict.ge) containing 18 thousand-word articles as well as accompanying small definitions in some cases. Although this dictionary mainly contains electronic, computer, engineering and construction, communication and information technology, automobile, railway technology, etc. terms, common terms for chemistry and other fields of natural science are also abundant (Tech Dictionary, 2015-2023)

Georgian term bank is being created at the Arnold Chikobava Institute of Linguistics since 2014. It will combine standardized terms of all fields of science and technology, including chemistry. The issue of terminological standardization of chemistry textbooks became the subject of discussion at terminological conferences organized in last year's (Metreveli, 2020, 282-285). Modern terminological policy in all countries is based on a single term bank, which ensures compliance and harmonization of standards. Our dictionary will also be reflected in this term bank in the future.

The structure of the dictionary

Considering the history of the issue and the modern challenges, the explanatory online dictionary of chemistry terminology presented by our group is an attempt to continue the terminological tradition and develop the natural science metalanguage. The structure of the dictionary follows the same principle of building the word-article of the English language

dictionary. Namely, under the lexical unit, the chemistry subfield or adjacent discipline is indicated. Then follows the definition/article of the term; After the definition "See also" section may occur, and finally – the references are listed. It should be noted that additional Georgian sources have been added to the list of references in some cases such as "Four-Language Chemical Dictionary" (2004), "English-Georgian-Russian technical online dictionary", etc. Sometimes the individual terms are accompanied by markers: less desirable, obsolete, use is strictly not recommended, ambiguous term – it is recommended to stop using the term. Despite such qualifications by the IUPAC, part of the non-recommended terms is actively used in Georgian terminology, therefore, the editorial board of the dictionary considered it necessary to leave them at this stage, because the issue requires further additional research.

Methodology and research issues

The development of chemistry terminology is not only a matter of translation, but a word-creative process based on scientific principles, considering as much as possible: the structural-semantic features of the Georgian literary language, traditional approaches to term creation, modern scientific and technological challenges. In addition, our dictionary is the first explanatory dictionary, which reflects the possibility and perspectives of development of the metalanguage of chemistry.

As mentioned above, the source language for existing normative dictionaries was Russian, which is why we tried to methodically solve the following issues:

- In existing chemistry dictionaries, for objective reasons, Georgian terms are often based on Russian and Soviet terms. In the latter, there is often a big divergence with international terms.
- The terms in the old dictionaries do not meet the established norms of transliteration-transcription of the English phonetic system into Georgian.
- The one major problem with chemistry terminology is that there are new terms that have not yet entered any dictionary.
- The explanatory part of the term is no less problematic. On the one hand, it is necessary to edit the outdated definition, on the other hand, to adequately translate

the definitions of completely new terms.

- In terminology, it is important to overcome parallelism and synonymy.

As mentioned above, the main guide of solving these issues was the relevant IUPAC recommendations. Accordingly, the first steps were taken in the preparation of the "Four-Language Chemical Dictionary" (2004), although some terms required revision. Also, following the development of different directions of chemistry, it was necessary to introduce new terms.

In the article we will try to present the novelties we offer to the users, through this dictionary, according to the tasks.

Main body/research findings

a. Editing of existing terms and synchronization with international terms.

Over the years, "complex ether" and "simple ether" have been accepted, the international equivalents of which are "ester" and "ether". The preference of the term ester is unequivocal from a chemical point of view. In addition, the definitions "complex" and "simple" in front of ether do not show anything based on the molecular-structural content by which ester and ether differ from each other, nor can an analogue be found in other languages. Linguistically, from the terminological point of view, which implies the simplicity, transparency and brevity of the term, the superiority of ester and ether over "complex ether" and "simple ether" (interpretation) is obvious.

In English-language literature, the term **threshold** is often used in combination with different terms, which in Georgian-language literature is translated as " **ზღვრული** ". The term " marginal value", in turn, is also used in the sense of "extreme edge", "borderline". In contrast, the term threshold allows that there may be a value greater (or less) than it, but it represents a "threshold" value that requires some effort to overcome. For example, for the term energy threshold used in radiochemistry, a more relevant Georgian equivalent would be "***ენერგეტიკული ზღურბლი***" **and not** "***ენერგიის ზღვარი***" **or** "***ზღვრული ენერგია***"**,** because it is the threshold kinetic energy of an incident particle or the energy of an incident photon, below which a defined process cannot be carried out.

Similarly, the term **apparent** is often used with various physical quantities to indicate that the value of the measurement is "approximate". Therefore, it was used in the form of "***ṗirobiti***", although in a number of cases it would be better to use the term - "**močvenebiti**". For example, in liquids**: apparent viscosity** - "***močvenebiti siblanṭe***", because it is the ratio of tension to the speed of deformation and is calculated by measuring forces and velocities, assuming that the fluid is Newtonian. If the fluid is not actually Newtonian, then the **"močvenebiti siblanṭe**" depends on the type and dimensions of the apparatus used.

The editing also affected the terms denoting the fields of chemistry. For example, liquid chromatography according to the "Four-Language Chemical Dictionary" (2004)" is "***txevadi kromaṭografia*",** and many use it that way, although " **sitxuri kromaṭografia** " is more relevant. It is also better to use the term "**aṭmosperos kimia**" instead of "***aṭmosperuli kimia*".**

b. Correcting the terms according to the established norms of transliteration-transcription of the English phonetic system.

Obviously, the dictionaries created in the 50s and 70s of the last centuries were based on the Russian-language chemistry terminology, and therefore the term was introduced by Russian transliteration. For example, under the influence of Russian, "crown-ether" is adopted in the Georgian scientific literature as "***ḳraun-eteris***". Fortunately, the rule of writing "t" as "ṭ" and "th" as "t" when introducing international terms into Georgian, has already been established (e. g. Methane -*metani,* butane – *buṭani*),), although it is still problematic terms containing symbols c, cr, ch, q which need to be standardized. As an example, we can cite ***akvageli.*** "aqua" is often found in the Georgian scientific and non-scientific vocabulary as "*aḳva*", however, if we consider the Latin origin of the root of the word, the correct form is "*akva*" and, therefore, it should be "***akvageli***". Obviously, all terms that include "aqua" should be specified similarly. For example, aquation refers to the joining of one or more integral (entire) water molecules to other particles with or without replacement of one or more other atoms or groups. In Georgian, it should be mentioned with the term "***akvanireba*".**

c. The issue of introduction and establishment of new terms

Recent trends related to the introduction of new terms are direct use as borrowed terms, or the author of a Georgian text (scientific paper, textbook...) uses it in a translated/suitable form according to his/her own opinion (sometimes even correctly), although it does not find universal recognition in the field. At the same time, the Gold Book of IUPAC, possessing of more than 5000 terms, includes up to 10% new terms and updated wording/definition. Therefore, this share of terms has not been translated into the Georgian metalanguage at all.

Of course, it is not always possible to create adequate Georgian forms for completely new terms, and borrowing is inevitable. This is the most difficult and responsible process, that's why in the article we will focus on the rules of creating terminology.

Georgian terms

Of course, creating Georgian terminological equivalents is preferable, although controversial. As an example, we can cite the term "**attenuance**", which is analogous of "**absorbance"**. however, unlike it, it takes into account effects caused by scattering and luminescence, and corresponds to a smaller physical value. Therefore, we consider it fair if it is established in the form of „**šesusțeba**" in Georgian. It should be noted that the term attenuance has replaced the previously widely established term **extinction** in the English language, which in Georgian was used directly as „**eksținkcia**" or "**čaxšoba**".

In atmospheric chemistry there is a term „**entrainment"** which means the process of forming a mist or fog, namely droplets of a liquid carried off by the vapours of a boiling liquid or from a liquid through which bubbles of gas or vapour are passing rapidly. After consideration, we decided it is appropriate to establish the term „***çarțaceba"*** in Georgian.

Mixed model

It is an experienced method in creating terminologe, when the root and affixes of the term are different linguistic units, in our case – English-Georgian. As a result of the achievements of theoretical and applied chemistry in recent years, it is often impossible to find the perfect Georgian corresponding forms of the new terms that have appeared in the international literature.

Therefore, wherever possible, we tried as much as possible to use the Georgian root when creating the term. For example, in stereochemistry, the terms "**antarafacial"** and "**suprafacial"** are used to describe the specific spatial structure of a molecule. The mentioned terms are taken in a borrowed form in many languages, however, we believe that instead of "**ანტარაპაციალური**" and "suprapacialuri", it is better to use "***ანტარასახოვანი***" and „***სუპრასახოვანი***" in Georgian.

When creating the term, it becomes vice versa: the root is a foreign language, and the producing affix is Georgian. For example, one of the new terms is "**anation**", which refers to the replacement of the water ligand in the coordination ring with an anion, and its corresponding Georgian term would be „***ანიონირება***".

In some cases, we had to create a new Georgian term based on the content of the definition. For example, the term „**concerted reaction**" is used to denote a chemical reaction in which the breaking of several chemical bonds and the formation of new one take place simultaneously with a certain regularity and sequence. We considered that a better Georgian term to express the given process would be "***ორკესტრირებული რეაკცია***". It is true that these words are borrowed historically, but they are already established and are natural for the Georgian language.

Borrowing

We have already mentioned that borrowing a term is one of the ways to create a term, and in this regard, we could not avoid such words. For example, the term effluent in the online dictionary of technical terminology is given only in the meaning accepted in ecology as "wastewater". In chemistry, particularly in chromatographic analysis, it also refers to the mobile phase that leaves the column. Thus, it was decided that in chemical texts this word would be directly borrowed as „**ეფლუენტი**".

In the chemistry of mechanisms, the term "leaving group" is well known. But the development of this branch of chemistry introduced some new terms. These are „**electrofuge"** and „**nucleofuge**". Both are also used to refer to the "leaving group", although the new term specifies the nature of the leaving group and makes the reaction mechanism clearer. In particular, electrofuge refers to a leaving group that does not carry a bonding electron pair. For example, in the nitration of benzene with NO_2^+, H^+ is ***ელექტროფუჟი***. Therefore, the adjective production of electrofuge would be

elektropužuri.

The term „**effector**“ has been used for years in biochemistry to denote a small molecule that increases (activator) or decreases (inhibitor) the activity of a protein (allosteric) by binding to the regulatory site of the protein (which is different from the catalytic site for substrate binding). This term was not included in any technical dictionary, although it was still used informally. And now, we would like to offer, officially establish the term "effector" through our dictionary.

d. Overcoming parallelism and synonymy in terminology.

Consensus of experts is very important to overcome parallelism and synonymy wherever possible. Synonyms can exist in both Georgian and borrowed terms, but for the final solution we turned to the following way: We were submitting parallel forms to the editorial board of the dictionary for discussion and final decision. In case of disagreement the established form was chosen by voting. For example, from the existing parallel forms for the term: **solid support**: *maṭarebeli, mqari maṭarebeli, mqari maṭrica, mqari sarčuli*, „**mqari sarčuli**“ was adopted as the final form (71.4%). For the term **penetrants** the following forms were presented: *peneṭranṭebi, šemγçevi nivtiereba, šemγçevi naertebi, šeγçevis agenṭi.* After discussion by the commission, preference was given (over 50% of votes) to the form close to the international term – “**peneṭranṭebi**”. In the first case preference was given to the Georgian matching, while in second case the borrowed term prevailed. In stereochemistry a number of terms are used to denote the conformational forms of molecules. This time we want to focus on two of them, such as **eclipsed** and **bisecting**. The first of them can be found in practically all textbooks of organic chemistry, although with different Georgian equivalents: *„čamoparebuli“, „daeḳranebuli“*and „*eḳranirebuli“*. We consider it appropriate to establish the term „**čamoparebuli**“ to correspond to eclipsed, because besides being a Georgian word, it accurately describes the physical essence of the conformation for which it is used. With a similar approach, for the term **bisecting** *„dacurebuli“*should be established in Georgian.

We have noted that the term "lethal dose", "lethal concentration" etc. has been used for a long time in the medical and chemical literature. We believe that replacing the word "lethal" with completely Georgian equivalent „**sasiḳvdilo**“ is more appropriate.

e. A change in the definition of the term.

Chemistry is a constantly and rapidly developing science and sometimes it happens that some term, concept, law, etc. undergoes further change/improvement of definition in accordance with modern approaches of science. As one of the examples, the well-known "Mendeleev periodic system", international analogue of which is the "periodic table of elements", can be mentioned. The definition of one of the fundamental concepts of chemistry, "mole", has been changed and clarified. Namely, according to the latest IUPAC recommendation, "**Mole** is the amount of matter in a system that contains as many elementary units as there are atoms in 0.012 kg of carbon-12."

The dictionary is descriptive. Therefore, word-articles are translated according to the following principle:

A. If the definition is long and encyclopedic by nature, we shorten it and leave only the part that directly refers to the term.

b. Sometimes the explanation is accompanied by notes. Here too, we translate these notes according to the needs.

Translation is a complex process, which is caused by polynomial terminological phrases, as well as different syntactic constructions of English and Georgian languages. We try to avoid calquing, but this is not always possible. Sometimes the term is a whole sentence, for example, "**gaumǯobesebuli ḳanoniḳuri variaculi gardamavali mdgomareobis teoria**", cf.: Eng: “improved canonical variational transition state theory” we also have polynomial terms in the definition: კანონიკური ვარიაციული გარდამავალი მდგომარეობის თეორიის მოდიფიკაცია, რომლის დროსაც *ზღვრული ენერგიის* ქვემოთ ენერგიებისთვის *გამყოფი ზედაპირის პოზიცია* გამოიყენება/მიიჩნევა *მიკროკანონიკური ზღვრული ენერგიის პოზიციად.*. Cf.: A modification of canonical variational transition-state theory in which, for energies below the threshold energy, the position of the dividing surface is taken to be that of the microcanonical threshold energy..."

It is important to replace the Georgian vocabulary in the definition to convey the meaning of the term. For example, the term „***imobilizebuli paza***" is established in biochemistry-biotechnology, but in the definition part, we replaced immobilization with the Georgian equivalent ***„damqnoba***

(grafting)": უძრავი ფაზა, რომელიც **დამყნობილია** სარჩულის ნაწილაკებზე ან სვეტის მილის შიდა კედელზე.." Cf.: A stationary phase in which is immobilized on the support particles, or on the inner wall of the column tubing..."

Conclusion

Thus, the dictionary reflects more than 5000 terms with their definitions. Georgian-English and English-Georgian dictionary is the first Georgian explanatory online dictionary of chemistry. The terms collected in it correspond to the international standards of terminology. The creation of this dictionary is based on scientific research according to the directions of chemistry, as well as Georgian terminological experience. With the issues presented in the article, we tried to present the research novelties of the dictionary. On the one hand, a large part of the existing terms has been edited in terms of clarifying the content and correcting the spelling (transcription- transliteration), on the other hand, new terms have been introduced by creating borrowed and Georgian equivalents. We think this dictionary will fill the gaps in the field. In addition, the online dictionary allows us to make changes to it following the comments of users and specialists. Naturally, we will submit the finished dictionary to the Expert Commission of the State Language Department for approval.

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