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CONTENT

Ts. Giguashvili, <i>TBL (Task-Based Learning) approach and multilingual environment</i>	1
G. Dimopoulou, <i>Subtitling of films as a potential tool in learning Greek as a second or as a foreign language</i>	8
Maia Alavidze, <i>Why do I Consider Teaching to Be an Art?</i>	18
Nino Nijaradze, Natia Zviadadze, <i>Advantages of not Knowing your Students' Language: A Case Study of a Multilingual Group of English Language Learners</i>	30
Kakha Gabunia, <i>The significance of multilingual education in the context of integration of minorities into society</i>	43
M.Tandaschwili, R. Khalvashi, Kh. Beridze, M. Khakhutaishvili, N. Tsetskhladze, <i>Batumi Linguocultural Digital Archive</i>	52
R. Kurdadze, M. Lomia, K. Margiani, <i>On the Reinterpretation of the Denoting Evidential Tenses in the Kartvelian Languages</i>	69

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TBL (Task-Based Learning) approach and multilingual environment

Abstract

For the last few years multilingual education has become very popular in Georgia. Multilingual classes consisting of Georgian and Azeri or Armenian, or both students have become common at Tbilisi State University. The paper aims at studying the emerged problems related to this issue as teaching English in multilingual classes poses challenges to the teaching approaches, strategies, methods and procedures applied in the multilingual environment. The solution to this problem requires from a certain teacher to find new approaches or adjust the existing well tried methods to teaching English to the students with multilingual backgrounds.

The paper deals with the problem of teaching English in a multilingual classroom. The main focus is made on the application of the TBL (Task Based Learning) method in teaching vocabulary, namely, phrasal verbs compared to the other traditional approaches, in particular, PPP (Presentation, Practice, Production). Analyzing the opportunities of the TBL approach the presented paper highlights the advantages as well as the anticipated drawbacks. The ways of the elimination of these downsides are outlined, as well. Taking into consideration the obstacles in the process of the introduction of the material, then its comprehension and acquisition by the students, the paper attempts to single out the benefits of the TBL approach in multilingual groups. The results of the experiment conducted in the target multilingual groups of ESP students, level B1, has revealed the priority of the TBL *versus* PPP approaches.

Key Words: *Task. Method. Phrasal verbs*

Introduction

In contrast to monolingual classrooms the students of multilingual classes having different mother tongues learn English as the second language. Accordingly, English is the only language of interaction in class. To some extent, this fact may seem to be favourable for the acquisition of a foreign language as well as the development of communicative skills. However, it is outweighed by a

number of drawbacks related to the introduction of new materials, to the development of the communication, comprehension and pronunciation skills, which have been emerged in the process of teaching English in the multicultural environment. We face problems even with assessing the students' performance, as doubt is cast on the learners' ability to perceive the material relevantly.

The multilingual environment, problems and their causal factors

Diverse approaches to the above stated problems have been discussed and studied by various scholars. The most common challenges identified by the present research are as follows:

1. the problems related to the introduction of the new language
2. the comprehension problems
3. the communicative and interaction problems

As revealed by our study, the causal factors of these problems are diverse depending on individual students, their mental ability and learning style. Some learners have difficulty understanding the context through which the new language units such as vocabulary, grammar structures are introduced, due to the fact that they cannot correlate their background knowledge with the newly introduced language units. A number of students faced a problem of finding the right equivalent of the word in their own language, while others find it difficult to intervene in the interaction easily, because they are not sure of their own understanding of the new language. All the above-mentioned hinders the effective learning process, sets serious challenges and problems to be dealt with. All this has shown that the multilingual learners need an immediate assistance demanding from

teachers to use all possible means and methods of teaching.

The paper focuses on the application of TBL (Task-based Learning) approach, as one of the ways of overcoming the obstacles encountered in the process of teaching English to the students with multilingual language background. To be precise, among the wide range of teaching materials on the one hand, and the diverse methods and approaches, on the other hand, the application of TBL method has been singled out in teaching vocabulary, namely, phrasal verbs, which, as defined in the dictionaries, “often having an idiomatic meaning that could not be understood from the meaning of the individual part,” are often confusable for students.

The TBL approach, its advantages, drawbacks, justification of its application

Teachers can creatively apply the TBL method in different ways and through various strategies, procedures and techniques. Out of the two versions of the TBL method suggested by J. Harmer, we applied the version according to which the teacher highlights the language units to pay attention before students perform the task thus “helping the students to understand the task instruction”. (Harmer, 2006). This method is mainly focused on the completion of the task requiring from the learners to use their

background knowledge to reach the aim. Only after performing the task, the teacher can distinguish the specific points of the target language which have been intentionally introduced and “may conduct some form of practice of specific language features which the task has provoked.” (Harmer, 2006). This approach “allows the students to find new language when they want to and to use language experimentally and creatively for real communication” (TKT, 2010). In this way, the students have the opportunity to understand the new language, the meaning of which the teacher elicits from them through the application of various procedures and techniques. As Willis states (Willis, 1996) the TBL provides the learners with natural learning conditions in which people of all intellectual abilities can successfully learn another language. Correspondingly, the relevantly and properly selected tasks and materials (reading or listening texts, situations), provide the learners with the context which along with their background knowledge can help them to infer the meaning of new units of the target language. As it is stated by TKT, this approach puts second language learners in a situation which is quite similar to that in which children learn their first language. Stimulated exactly by this definition the TBL method has been successfully applied by us in multilingual environment.

Despite the different existing versions and strategies of the application of TBL method, the three basic stages (Willis, 1996), which this approach is composed of, are commonly used due to their importance for achieving success. They are as follows:

Stage 1. The pre-task or preparation stage-the teacher ‘explores the topic with the group and highlights useful words and phrases’ (Willis, 1969), thus, facilitates the students’ performance and prepares them for perception of the new language units, such as new vocabulary, phrases, or grammatical structures.

Stage 2. Task cycle- the learners perform the task using the target language and present the results to the class

Stage 3. language focus - The teacher reviews the mistakes made by students at the previous stage, and highlighting the separate parts of the text she attracts the learners’ attention to identifying the new language units that had been used in the task. This stage also implies the practice on the new language units

In methodological literature, the effectiveness of TBL approach is widely debated and a wide range of advantages and disadvantages have been stated. Upon the application of this method, we could determine the following advantages and

disadvantages, most of which coincide with the widely recognized ones.

The advantages singled out in the framework of the present study are as follows:

1. The students can use their background knowledge and experience of the target language in the whole process.
2. TBL approach provides the students with the relevant context to infer the meaning of the new language- lexis or grammar- themselves.
3. TBL approach provides the development of communicative skills
4. TBL approach is centered on students

As for the downsides, the following ones have been revealed:

1. TBL approach is less convincing – teachers may cast a doubt on students' understanding of the material.
2. Less attention is paid to the accuracy
3. The students may not study any new language unit
4. The students' level of knowledge should be taken into consideration for the successful use of TBL at any level, as background knowledge of the target language plays a great role.

As mentioned above, the paper deals with the application of TBL method in teaching vocabulary in multilingual classes. Our choice could be justified by illustrating how

and to what extent this approach can contribute to minimizing the obstacles. For this reason, I would like to highlight the correlation between learning in multilingual classes and TBL method.

- 1 Upon applying TBL approach, students can use their background knowledge and experience of the target language in the whole process – accordingly, multilingual learners do not need to use their native language, they only need to have the relevant knowledge of the target language;
- 2 TBL approach provides the students with the relevant context, similar to a real situation, for the purpose of inferring the meaning of the new language themselves – thus, multilingual learners can be provided with the situation which” is quite similar to the one in which children begin to speak their mother tongue”.
- 3 “Student- to- student communication concerning the lesson concept promotes language learning“ (Krulatz & Abney, 2015) TBL is considered to be a strong communicative approach – thus, multilingual learners have a chance to develop their communicative skills.

The drawbacks and anticipated problems of TBL approach having been emerged in multilingual environment can be solved by considering the students' diverse learning style, proficiency level, their sphere of interests as well as the degree of complexity

and content of the language units. In addition, the widely-used and commonly acknowledged teaching procedures, strategies and techniques can be transformed and applied for specific goals of the lesson. In order to avoid the above mentioned problems the following ways have been distinguished within a scope of the present research

1. Neither the context introducing the vocabulary, nor the task should be difficult, it should be selected considering the learners' level of knowledge.
2. In monolingual classes TBL approach suggests completing of the task by a pair of stronger and weaker students. This facilitates the learners involvement in the learning process. Likewise, the 2nd stage is performed in pairs or groups. Preferably, the pairs should consist of the students with different language backgrounds so that when fulfilling the task they have to speak only the target language.
3. The comprehension of the text is provided by duly conducted pre-task. As for the communicative and assessment problems they can be dealt with at the 3rd stage by performing different types of practice exercises.

Experiment

In order to distinguish the difference between TBL approach and other traditional methods, e.g. PPP (Presentation, Practice, Production) approach, we conducted the experiment in two multilingual target groups. The same material (phrasal verbs) was introduced applying the two of above mentioned approaches

The extract cited below is from the sample text, introducing the new phrasal verbs in the context.

“... He argued that if we grew our own food instead of buying it, we wouldn't throw the third of it away while millions around the world go hungry. So, Mark ***gave up*** his job and decided to prove that we don't need money to survive,[...] He ***moved into*** an old caravan in the countryside, ***put in*** solar panels for power and started growing his own food and washing in the river.”

The stages of Task-Based Learning method were presented in the following way:

1. Pre-task – the topic of discussion related to the material of the task: currently existing acute issues (environment problems, poverty, charity); The new language units-phrasal verbs.
2. Task performance –the students read the text – “A Chance for the Better”,
 - a. pair work – brainstorm your ideas and preferable option for the further improvement of the situation
 - b. tell the class your results.

3. Post-task – a. match the phrasal verbs in bold with the definitions; b. match the phrasal verbs in bold with their synonyms; c. fill in the gaps with the phrasal verbs; d. make up the sentences using the phrasal verbs in bold.

The stages of the PPP (Presentation, Practice, Production) approach was presented as follows:

1. Presentation – the introduction of the phrasal verbs through definitions

	Points of experiment	TBL	PPP
1	comprehension	high	average
2	students' activity	high	average
3	interaction	unlimited	limited
4	motivation	average	average

The best results were revealed in comprehension, interaction and students' activity. As for the lower degree of students' motivation, it was conditioned by the performance of weaker students despite their language background.

Conclusion

Admittedly, the paper contributes only a bit to solving the challenges facing teaching a foreign language to students with multilingual and multicultural background. However, based on the study conducted by us the following conclusion could have been inferred:

2. Practice- a. match the phrasal verbs in bold with their definitions; b. match the phrasal verbs in bold with their synonyms; c. fill in the gaps with the phrasal verb

3. Production – a pair work: a. express your opinion on the text; b. your preferences, the ways of dealing with the issues.

The results of the experiment were as follows:

The significance of TBL method applied in multilingual classes is conditioned by:

- a) its function to make the environment like the one children learn their mother tongues;
- b) its advantages;
- c) its correlation with multilingual settings.

It's worth noting, that distinguishing TBL (Task-based Learning) approach does not mean underestimating of other traditional approaches. Only properly selected teaching methods and their creative application for the relevant language units as well as considering learners' level of knowledge and the complexity of new material provide the efficient learning process.

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Subtitling of films as a potential tool in learning Greek as a second or as a foreign language

Abstract

Students' motivation and interest for more engagement in learning is desired for each educator. In recent years, with the development of digital technology, "filming" is one of the instruments that can be easily used in various educational contexts and multiple ways.

It is suggested in this report that the use of subtitles as a dynamic tool can be used for educational purposes in teaching Greek as a second or as a foreign language (language development of reading, writing and speaking).

The focus will be the case of the Institute of Classical, Byzantine and modern Greek studies in Tbilisi, in Georgia. There has been an attempt to implement the subtitling tool to support the learning of the Greek language in the Department of Modern Greek studies. The aim was the use of subtitles in the Georgian language through Greek films for a more attractive and engaging teaching experience of the students.

The results of this application in teaching practice of subtitling films, the benefits and the difficulties have been recorded and are presented in this article.

Key words: Learning of the Greek language; teaching practice of subtitling films.

1. INTRODUCTION

Students' motivation and engagement is necessary for learning for every educator. New Technology can contribute towards that creative direction and interactive learning for language (Computer Assisted Language Learning- CALL¹). The use of subtitling and

filming for language acquisition have been researched and used recently because of the benefits that seem to portray towards education (Lonegran1990, Gambier 2003, Danan 2004, Neves 2004).

¹ Has prevailed in the international bibliography, but also for the charm of abridgment and facility, that any

report in Teaching of Language with the help of the Computer to be stated with the Latin acronym CALL.

Nevertheless, subtitles' addition or processing in movies extract is not often applied in education, thus there are few studies. (Williams & Thorne 2000, Sokoli 2006, Kostopoulou-Duka 2011, Lertola 2012, Borghetti & Lertola 2014). Research concerning subtitling is very limited in Greece², so are the citations on using subtitles in teaching Greek as a second or as a foreign language. It has been concluded that here lays the innovation of our proposal, since there hasn't been any educational implementation or application of subtitles.

Therefore, the use of subtitling during the acquisition of Greek as a second or foreign language is strongly suggested in this article. The learning outcomes are language acquisition, improvement of listening, phonologic awareness, reading, writing and speaking acquisition, vocabulary improvement, and cultural skills. The role of interactive learning is emphasized considering the theoretical approaches (Krashen, 1985).

Engaging teaching, active and effective learning, and multiple skills' acquisition are also a goal. These practices that were applied for the target language is not only based on empirical knowledge, but also has a theoretical foundation. The teaching theories that concern

language acquisition as a second or foreign language [Theory of interaction (Swain, 1985), the Socio-cultural Theory (Vygotsky, 1978), Constructivism (Ruschoff-Ritter, 2001), Situationist learning (Halliday, 1993)] are used into the organizing and planning of a lesson.

Our teaching approach was applied in the Institute of Classical, Byzantine and Modern Greek studies in Tbilisi. The practice of the subtitling tool was applied for the support of language acquisition to the students of the Greek language in the Department of Modern Greek. Hook to that approach has been the insinuation of some students that have learned Greek with subtitles when they were in Greece and also the fact that five Greek movies were subtitled.

2. SUBTITLING³ SOFTWARE

Subtitling Workshop was used for subtitling the movies. It's a free, creative, accessible software that processes subtitles and has minimal configuration from the server side, as it requires relatively little computing and processing power on the side of Server.

² Important Greek researchers that have dealt with the subject of subtitling are: Karamitroglou 2000, Georgakopoulou 2003, 2009, Asimakoulas 2004, Sokoli 2009.

³ Analytic instructions (in Greek) for the program Subtitle Workshop in:
<http://users.sch.gr/cosranev/index.php/e-idees-gia-ologismika-yliko-how-to/52-subtitle-workshop>.

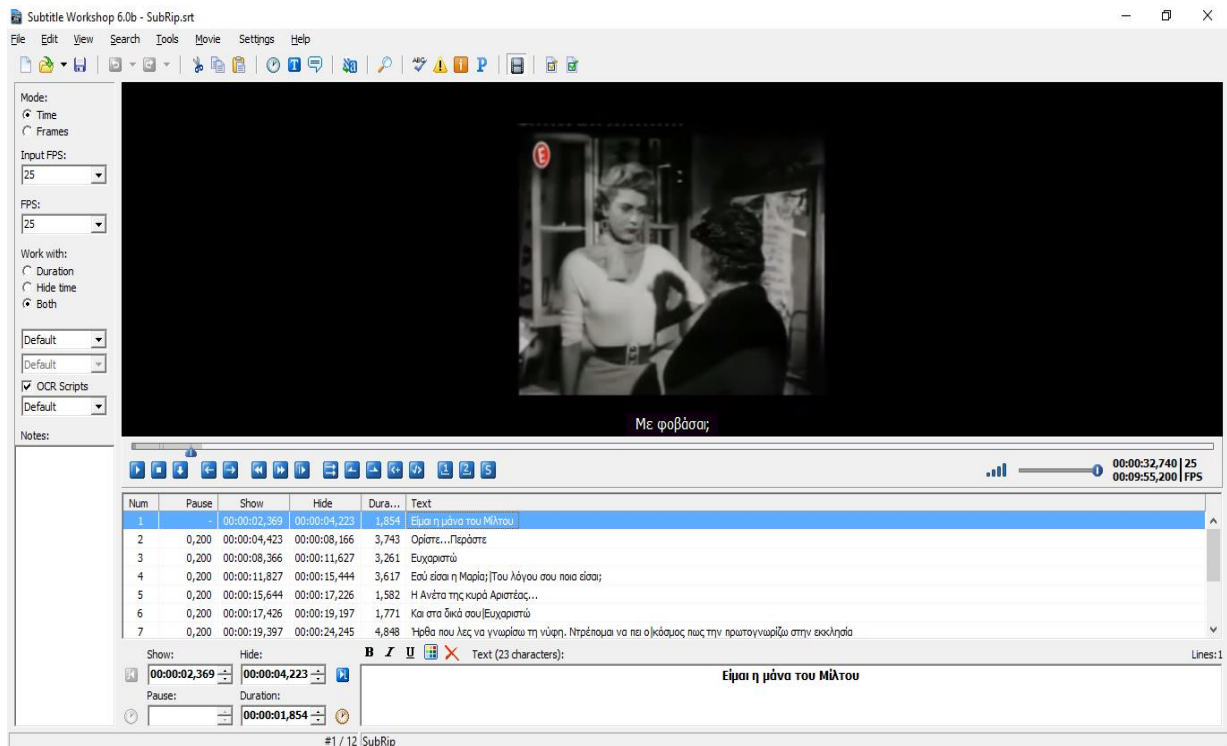


Figure 1: The environment Subtitle Workshop

The Subtitle Workshop platform (Figure 1) is divided into four domains: a) the movie viewing domain (top right), b) subtitle processing domain (bottom left), c) the key domain (in the middle) and (d) the main menu domain (top left).

Subtitle Workshop platform gives us many possibilities. We can:

a) Duplicate all or part of the film that we have chosen. From the Movie menu, we choose Open to open the movie in Subtitle Workshop platform.

b) Create new subtitle (from the File menu choose New Subtitle).

c) Process the subtitles' text in the bottom

left domain.

d) Use the keys play/pause to find the target point of the first heading.

e) Adjust the subtitles' duration with show/hide keys.

f) Add new subtitles by pressing the Insert key in our keyboard.

g) Save our work as soon as some or all with all the subtitles (press File and Save and in the window that appears, select the desired file format).

Subtitle Workshop is not the only software that can be downloaded from Internet. Subtitle Workshop was chosen because of its accessibility. Students got easily familiar with

this tool and its features. Because of the easy application, the platform can strengthen students' independence, less guidance is needed while students are self-conscious of their work pace. Attention is given to the student and to the ways knowledge is structured. Students' expression and personal engagement are encouraged. The Subtitle Workshop is a platform that encourages the discovery model and the exploratory model.

3. THE FILMS

The audiovisual material used in each teaching period was only an extract from the specific Greek movie. It was planned to last one period and thus the chosen extracts lasted five minutes for each teaching period. Documentary films or advertisements' extracts were deliberately not chosen since the reinforcement of students' skills (improvement of oral and acoustic skills, development of listening comprehension and writing) were targeted. Furthermore, it was aimed to reflect on Greek society, Greek music, Greek culture in General (socio-cultural competency).

Great help for us was the fact that the Institute of Classical, Byzantine and Modern Greek studies of Tbilisi had previously subtitled twice notable Greek movies⁴. Five

movies were subtitled in Georgian but were not utilized. In all these cases the subtitling program was handled by an expert and subtitling took place outside the University (Children's Television- Enki- Benki).

From the subtitled movies the film *Stella* was used, which is based on the play by Iakovos Kampanellis "Stella with red gloves" and that played an important role due to its literacy value. It was predicted that students will gain benefits that will allow them to significantly improve their skills in the foreign language but also to get acquainted to the music of Manos Hatzidakis, to get to know places, such as the Acropolis and Piraeus, to refer to Iakovos Kampanellis's literature value and to compare literature and filming. Additionally, the film allows the students' understanding of the different levels of communication (intimate, colloquial, slang etc) but also of idioms.

Modern Greek studies homage titled "The Days of Greek Cinema". There had been subtitled in Georgian language the films: *Politiki kouzina* of Tassos Boulmetis (2003), *Peppermint* of Kostas Kapakas (1999), *One eternity and one day* of Theodoros Angelopoulos (1998). The subtitling was done from the professors of the department of Modern Greek studies Medea Ambulashvili, Medea Metreveli and Ketevan Tsintsatze with the computer scientist support of Media Support. In 2015 in the frames of events that were realised at the Institute of Classic, Byzantine and Modern Greek studies to honor Melina Merkouri (95th anniversary from her birth) were subtitled the films *Stella* of Michalis Kakogiannis (1955) and *Never on Sunday* of Zyl Ntasen (1960). The subtitling was done from the bachelor student Theoni Mpalampani. The assiduity of all work had the professor Medea Ambulashvil and the doctoral student at that time Giorgos Ugulava.

⁴ In 2008 was carried out in Tbilisi from 19-21 December in the Institute of Classic, Byzantine and

Subtitling *Stella* took place in Greek. We used the Intralingual subtitles⁵, because they can help considerably in improving knowledge the language, enriching of vocabulary and in developing listening skills. We avoided the intra – linguistic subtitles⁶, because of the current knowledge of the Georgian language that would not allow a comparison of the two languages (Greek-Georgian). The intra - linguistic subtitles, which already had been done in the past-Georgians subtitles for the film *Stella*, were used only at the end of each teaching time and the professor’s highlights focused on teaching *gender expressions*. The stereotyped expressions and their translation are challenging because of lack of appropriate translation and equivalence in Georgian language. The students were taught these expressions through observation of Georgian subtitles and with the parallel use of the electronic dictionary “Online Dictionary of Idioms”⁷.

4. METHODOLOGY- LESSON PLAN

Lesson: Greek Language. This course, according to the syllabus of the University, is six (6) hours per week. The two teaching hours per week were used for the subtitling of

films. These two hours were not consecutive but took place on different days.

Lesson duration: 55 min.

Student team: Five (5) students of the third year of the Department of Modern Greek studies of the Institute of classical, Byzantine and Modern Greek studies in Tbilisi.

Greek expert level: B2 (good knowledge) and C1 (proficiency)⁸.

Lesson objective: listening skills’ development, communication skills’ reinforcement, writing, subtitling the entire movie, active student participation, individual learning.

Audiovisual material: *Stella* of Michael Cacoyannis (1955), duration 90 min.

Teaching aids: laptops, headphones, projector.

Software: Subtitle Workshop.

Dictionary: Online Dictionary of Idioms (<http://idioms.iliauni.edu.ge>), Greek-Georgian Dictionary (book).

Time: one semester.

Indicative plan of teaching time:

- View clip (Time 5 minutes)⁹. Through the projector was shown the extract from the movie to all students. Our aim was to connect students with factual circumstances of communication (Socio-Cultural Theory).

⁵ Intralingual are the subtitles which are in the same language with the dialogues of film.

⁶ Cross-language are the subtitles which are in other of language from the dialogues of film.

⁷ For more information cf. <http://idioms.iliauni.edu.ge>.

⁸ The Levels of language proficiency are determined according to The Common European Framework of Reference for Languages by the Council of Europe (CEF 2001, level A1- C2).

- Listening comprehension questions and encouraging the students' expression (time 10 min).

- Oral discussion on the content of the extract.

- Identification of the plot

- Comments

- Connections between emotions and characters

- Comparison and reflection of Greek and Georgian society

- articulation of meanings in communicative circumstances (time 10 min).

- Activity: students create their own subtitles for the same extract (time 15 min)¹⁰.

- Presentation of the result- Comparison of the different versions of subtitling- Speculation and selection by students of the final subtitle format that they wanted to be saved (time 10 min)¹¹.

- View of the same extract with Georgian subtitles (time 5 min). Students are encouraged to observe the stereotyped expressions and apply them in Georgian language equivalently. At this stage but also

throughout the lesson they can refer both to the Greek- Georgian dictionary and in the Online Dictionary of Idioms.

- Worksheets with exercises, student's level appropriate. The exercises (lexical or grammatical) relate to a phenomenon that was also noticed during the teaching hour. With the worksheets students have the time for individual practice at home¹² while at the same time the exercises-activities meet students' needs of each student as they were defined by the educator (application of the General principles of Constructivism). Also, writing assignments are given for practicing different uses of the language system (writing text for a purpose, ideas communication, interpersonal relations, etc.) According to the theoretical approach of Situational learning theory.

At the end of the semester, the subtitling of the movie was completed and they were incorporated into the movie, into a single video file¹³. The outcome was viewed at the University campus with the presence of other students.

⁹ Learning with observation.

¹⁰ In this stage the teacher gives instructions and the students are encouraged to work by themselves. The students work individually in laptops. They have the opportunity to stop or repeat the extract of the film (autonomous learning). The use of earphones allows the individual treatment of extract of film and the evasion of confusion.

¹¹ The students work in groups (synergistic learning) and joint decide for the final file of subtitles that will be

stored (culture of critical faculty). For the storage of files we selected the form SubRip.

¹² The exploitation of the worksheets is done in next teaching hour and no in the one that we are involved with the subtitling of the film.

6. EVALUATION

The evaluation of the course took place in two phases, during the semester (upgrading evaluation) and after the completion of the semester and have completed the subtitling of the movie.

For the final evaluation students who attended this lecture were asked to fill out anonymous questionnaires about their experience. Data were collected through descriptive research and despite the limited sample, important feedback for reflection was gathered.

In accordance to the processing of our small sample, it seems that students enjoyed the process of subtitling, although that proved to be time-consuming. Satisfaction was reported along with a feeling of awkwardness towards the result especially during the performance since fellow students who were not in the group of subtitling were there. They stated that the movie with pictures and music created a pleasant atmosphere that helped them capture better in memory the new words and expressions and to improve the ability of listening comprehension. A special chapter of teaching gender expressions was interesting and helped them understand the structure and content. The worksheets that were given for

homework said that they helped them to improve understanding and writing but that they would rather do it at the University.

The diagnostic tests that we have received from our students during the semester contributed to evaluation of their linguistic ability and have been for us important feedback for improving evaluation of the lecture. The tests that were collected from us during the whole semester showed that overall, the students have significantly improved listening comprehension, vocabulary through discussions. Significant improvement was noted in spelling and writing, both through the process of creating subtitles and the accompanying exercises. The greatest improvement occurred in the understanding of the behavior of stereotypical expressions.

7. CONCLUSIONS

The appropriate level of knowledge of the Greek language by the students contributed to the successful completion of the process. The current report's findings are in accordance with the findings that have been made for other languages (French, Kostopoulou- Duka, 2011: p. 158) that the learning of Greek language by using extracts from film is appropriate for learners with at least good knowledge of the language. Such an application is not suggested for the students

¹³ For the incorporation of the file of subtitles in the film was used the software Any Video Converter.

with basic knowledge of the language. If the target group and the linguistic competence's level are going to be altered, the audiovisual material must be adapted to the level of students (Danan, 2004) and the extracts of a movie that are going to be used should not have language difficulties and dialectic characteristics. Subtitling a film requires fluent use of the language and understanding of the oral characteristics.

Also, the size number of the group is essential for the student and project centered approach through the interactive method. This size allows the teacher to be in continuous

contact and communication with students. The instructor's role is essential in all aspects of the process. The facilitator's role in the process of language acquisition contributes to the implementation of the goals.

The six-month experience of implementation of subtitles in the Education Act systematically allowed the conclusion that the subtitles, either Intralingual subtitles or inter -linguistic, significantly improve skills in language acquisition. They can utterly be a pedagogical tool in the hands of the instructor provided they are accompanied by organized learning activities.

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Why do I Consider Teaching to Be an Art?

Abstract

In a teaching/learning environment, it is important to assist a learner to develop self-confidence, enjoy his/her own progress and succeed in the field. Effective teaching should be process- and not result-oriented, for this, teaching strategies are essential. All teachers need to remember an inspirational quote by Albert Einstein: “I never teach my pupils, I only attempt to provide the conditions in which they can learn.” That will make a teacher a motivational energizer for his/her students inspiring them wanting to learn and hoping to succeed. That requires a tremendous effort from a teacher. In a well-planned lesson every student has to produce the language independently without any preparation, which is a good practice for them and which enables them to become a motivated, self-confident learners and succeed easily. Here are some examples of my favourite activities that can make a lesson fun and encourage students speak out loud.

One of my favourite tasks is **PowerPoint presentation**. This so called performance task asks students to *perform* to demonstrate their knowledge, understanding and proficiency. At the end of a topic that we cover during the lessons I ask my students to prepare a PowerPoint presentation on a related topic. That gives them the chance to produce their own language. Consequently, if you tell your students that they do not have to worry about their mistakes (this is a controversial question, though) that will boost their self-confidence and lead to success.

Another motivating activity I use with my students is **Questioning/Interview**.

The questions could be about anything but the only condition is that an interviewee could not say just yes or no. S/he needs to speak expand the answer and describe the situation or express his or her feelings. For example: 1. Do you remember the first day you met your best friend?

2. What three adjectives can you use to describe yourself? or something like that.

To make the activity a bit more difficult, you could ask the students work in pairs, think of a situation and ask his/her partner give **argumentative response to the situation**. For example: Your brother is a school-leaver and wants to go to University. He cannot decide whether to enter the University in your hometown or go to another city. Where would you advise him to go and why? Use arguments in your response.

At the initial stage, you can bring ready-made situations for them but afterwards they will manage to think of the situations themselves. There is one more recommendation I'd like to share with you. Remember, almost all activity could be turned into a communicative, motivational one. To make the case more challenging, I can say that there is no ready-made recipe with special ingredients that will make you a good teacher to help students become successful learners. That is why I consider teaching to be an art. Why do I think that a teacher must be a good actor/actress? To answer the question, I will share what I have learned during 25 years of teaching.

Key words: *motivation, communicative language teaching, presentation, accuracy, fluency.*

Introduction

Most motivation theorists assume that motivation is involved in the performance of all learned responses; in other words, a learning will not take place unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. There are a lot of scientific discussions whether the changes in behavior could be better explained by principles of environmental influence, cognitive development, emotion, or personality or are concepts unique to motivation more pertinent.

Modern society is in need of people who not only read English well but also speak it fluently. As for beginners, they must have a solid foundation in English, which is primarily, though not solely, built on accuracy. It is believed that once bad language habits are formed, they are difficult to break. Moreover, for the students who are learning English in a non-English-speaking country, there is little chance for them to learn an acceptable form of

English outside the classroom. So, in order to achieve accuracy, students need rigorous language training in their classes.

However, accuracy does not mean 100% error-free, an impossible achievement. But during the controlled and semi-controlled language practice periods for beginners, a high degree of accuracy should be required. Not only are the students encouraged to make as few errors as possible, but they are expected to manipulate the language system as spontaneously and flexibly as possible.

Of course, fluency in language learning goes far beyond that. Soon after the students have mastered the language forms, they ought to be given intensive fluency practice. Then, as control is withdrawn, students can use the language more freely. At this stage, errors should be tolerated, and the teacher should emphasize that error-making is not at all disgraceful but a natural and common practice. Teachers assess the students' performances at the end of each fluency practice so that the students are aware of their weaknesses and

become more and more conscious of their errors. In this way, accuracy and fluency are practiced almost simultaneously. Accuracy and fluency are not mutually exclusive, but are interdependent.

Literature Review

On Wikipedia we can read that traditional education refers to long-established customs found in schools that society has traditionally considered to be appropriate. Education reform promotes the adoption of progressive education practices which focuses on individual students' needs and self-expression. In the eyes of reformers, traditional teacher-centered methods focused on rote learning and memorization must be abandoned in favor of student-centered and task-based approaches to learning. However, many parents still think that the maintenance of objective educational standards based on repetition, testing and memorization is time-tested and well-designed.

Historically, the primary educational technique of traditional education was simple oral recitation. In a typical approach, students sat quietly at their places and listened to one individual after another recite his or her lesson, until each had been called upon. The teacher's primary activity was assigning and listening to these recitations; students studied at home. A test might be given at the end of a unit, and the process, which was called "assignment-study-recitation-test", was repeated. In addition to its

overemphasis on verbal answers, reliance on rote memorization (memorization with no effort at understanding the meaning), and disconnected, unrelated assignments, it was also an extremely inefficient use of students' and teachers' time. It also insisted that all students be taught the same materials at the same point; students that did not learn quickly enough failed, rather than being allowed to succeed at their natural speeds.

Traditional education is associated with much stronger elements of coercion than seems acceptable now in most cultures. It has sometimes included: the use of corporal punishment to maintain classroom discipline or punish errors; In terms of curriculum there was and still is a high level of attention paid to time-honoured academic knowledge.

With the rapid development of EFL teaching in non-English-speaking countries, English teachers have become more aware that the exclusive use of either the communicative approach or grammar-translation method does not suit all English teaching situations. Teachers have also discovered that no single teaching method deals with everything that concerns the form, the use, and the content of the target language. The overall situation is probably still as Roberts (1982) described: "The communicative approach, and we will now use the term to refer to the British tradition, is in many ways a commitment to eclecticism in practice and cannot be otherwise." Harvey

(1985) states: "What might be called traditional methods and skills are not necessarily unworkable alongside modern EFL teaching methods. The idea that the two are mutually exclusive is absurd."

The above mentioned approach to teaching has completely changed the teachers' role. Instead of being the dominating authority in the classroom, the teacher facilitates the communicative process among all the learners and between the students and the various tasks, giving guidance and advice when necessary. Furthermore, teachers act as independent participants within the learning-teaching group. Any unnecessary intervention on the teacher's part may prevent learners from becoming genuinely involved in the activities and thus hinder the development of their communicative skills.

Discussion

Traditionally we are used to the idea that a teacher is always right; and s/he knows everything and has the answer to any question. But we do not need to forget that the world is changing and the values and approaches are also changing. In the past, knowledge was the most important criteria for a specialist to evaluate. But now we realize that knowledge needs to constantly updated; it should to be combined with skills to apply your knowledge to real life needs. We must remember that no matter how well-educated a teacher is, no

matter how well-designed a textbook is, they both need to upgrade.

We can never be sure how well our students learn when we teach them. It is misleading to believe that our students learn when we keep explaining them some rules and constantly trying to teach. There is a great difference between teaching and learning. Teachers have to remember: teaching does not necessarily mean learning. Very often, a teacher might put all his/her energy to teaching but his/her students might not learn. Being at the lesson and attentively listening to a teacher will never make a good student. That is why the teaching experts began to find a new way of teaching to help the students learn.

Communicative approach to teaching implies student-centered approach to second language teaching. It means that all activities should be designed in a way to focus on having students use authentic target language in order to complete meaningful tasks, i.e. situations they might encounter in real life. These situations include visiting the doctor, making a phone call, going shopping, buying tickets for a plane or a train, or conducting a survey to find answers to specific questions. Such kind of activities could be united in a group called task-based teaching. Such kind of activities do not focus on grammar. However, that does not mean that students imitate the sentences or learn the phrases by heart without knowing the meaning. You have to introduce your students

to necessary constructions earlier as well as to the vocabulary they will need to complete the task. Because the emphasis is on creative language use, whether spoken or written, rather than on absolute accuracy, assessment is based on task outcome.

Teaching is a part of learning. Teaching is not as important as it used to be. A teacher cannot learn instead of a student; s/he will never be able to think for them and do what students are supposed to do. All the teachers can do is to create an atmosphere at the lesson that will enable students to master the material. That could be done by making students become part of a lesson; by giving them right instruction; by encouraging them to participate into the learning process, by interaction and so on.

The other day my 16-year old boy was complaining that most of his lessons were boring. When I asked him what he would like his lessons to be like, he said that teachers must make all students get involved into the lesson by asking them to give their own opinion about an issue or by asking them to present a topic in their own way or by discussing a controversial issue rather than inviting a student to come in front of a class and retell the lesson. I was listening to him and I realized how important and difficult it is to keep students busy at the lesson.

It is interesting how the teacher's explanation helps the students study the issue. Language learners cannot use complex or

detailed information "from long lectures". The ability to use language in practice could only be mastered by learners' involvement in more experiments; by an attempt to put the material studied in practice rather than by accumulating a lot of linguistic information.

Language learners need more than a simple explanation. They need a chance to play, interact in a foreign language and get involved into different communicative activities. If that all happens at the lesson it means that different learning activities are employed at the lesson and subsequently there is a great possibility that teaching will equal learning. We all understand that a teacher will have to give talk at the lesson while explaining a new material but that should not happen permanently without encouraging the students get involved.

Communicative language teaching approach means that the teacher is no longer so-called "instructor", but rather, it is a "facilitator", a helper or a supporter. At communicative language lessons a teacher's main aim is to control the communication process and to encourage the students work in groups. At communicative language lessons, a teacher may have other roles as well. In particular, s/he may be an analyst, a consultant, a manager and even a learner.

However, this does not mean that once a teaching activity is in progress, the teacher should become a passive observer. It is still the teacher's obligation to develop the students'

potential through external direction (Zhenhui, R. 1999).

Communicative language teaching makes a teacher less prevailing but not less important. S/he might be an organizer, a consultant, a manager, a conductor or even a learner. Communicative approach to language teaching/learning, of course, implies that the main focus is made on the communication and not on the language forms. Therefore, the role of a learner is different from the role of a student when the focus was made on the construction of a grammatically correct sentence. At communicative lessons a learner is actively involved at the process that takes place at the lesson- s/he tries to understand what s/he is told and tries to make others understand what s/he says. However, very often his/her knowledge might not be sufficient enough and can make mistakes while expressing himself/herself.

As for the students, they are communicants. They do their best to understand and to be understood even when/if their language competence is limited. They can make mistakes and be sure that learning takes place. Students are asked to use the language patterns they have learnt in communication within interaction.

And how can we achieve the goal and turn our students into good English speakers. One of the crucial issue to consider while introducing communicative language teaching into practice

is the relationship between linguistic **competence** and communicative competence. If you refer to the Oxford dictionary, linguistic competence is defined as follows: a person's subconscious knowledge of the rules governing the formation of speech in their first language. As for the **communicative competence** it is defined as **Communicative competence** is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. To make it clearer we can refer to free encyclopaedia and share the opinion that at the initial stage, linguistic competence is the correct manipulation of the language system. Communicative competence involves principles of appropriateness and a readiness on the part of the learner to use relevant strategies in coping with certain language situations. However, experts agree that linguistic competence is the basis of communicative competence. Without linguistic competence, there is no communicative competence. But communicative competence does not automatically result from linguistic competence. Forms of classroom activities such as role playing, simulations, and real-life interactions should be used to provide as much practice as possible for students to develop communicative competence while practicing linguistic competence /https://en.wikipedia.org/wiki/Traditional_education/

When you enter the classroom of students majoring in English, it is much easier to work with them and succeed than with the students of other faculties where they do not see the direct connection between their future career and English. All Georgian students do understand the importance of English but it is noteworthy to say that English is taught as a foreign (not second) language, and there is no environment of English beyond the educational institutions. In this situation, it is crucial for English teachers to do their utmost to motivate the students and push them to success. How can the task be achieved? I think one of the best ways is give interesting tasks to your students. One of my favourite tasks is PowerPoint presentation. This so called performance task asks students to *perform* to demonstrate their knowledge, understanding and proficiency. That gives the students the chance to produce their own language. Consequently, if you tell your students that they do not have to worry about their mistakes that will boost their self-confidence and lead to success. One might disagree with me saying that we cannot ignore the students' mistakes. I would not like to go to a deep discussion what is more important - accuracy or fluency. I just want to say that there might be some mistakes while speaking as communication does not always employ correct grammar but teachers should help the students to minimize the mistakes.

We were all accustomed to the practice that the teachers were always right. Teachers were people who stood in the center of a lesson being the only authority. But Communicative Language Teaching has dramatically changed the approach. Instead of being the dominating authority in the classroom, the teacher has become a facilitator to direct the communicative activities among the students, giving them various tasks, guidance and advice when necessary.

Let me go back to PowerPoint presentation. What I do is that at the end of every chapter in the coursebook, I ask my students to make a PowerPoint presentation on the related topic. They are absolutely free in their choice. For example, we covered on "Offbeat Jobs". At the end of the chapter they are asked to give the presentation on the related topics like: what is my dream job, what are most popular jobs in my country or choose one of the offbeat jobs, look on the internet or interview someone who does the job to get the information about it. The topic should include the information why the job is interesting, what the person in this job has to be like and so on. My students find the activity very interesting, stimulating and enjoyable.

One more motivating activity I use with my students is **Questioning/Interview**.

Questioning encourages higher order thinking and forms the basis of enquiry. Good questioning enhances understanding, as it

provides opportunities to explain, clarify, probe, make connections and identify problems and issues. Questioning encourages dialogue between students and influences student's use of questioning to promote their own learning. Interviews provide an authentic context for questioning. At an interview, students purposefully practice asking questions and develop the skills to listen critically. This is a very good practice for both: an interviewee and the interviews. At the end of the lesson I often use that activity to help the students master their questioning skills as well as produce the language unprepared. What I do is that I ask a volunteer to be an interviewee. S/he sits in front of the class and the rest of the class are absolutely free to ask him/her questions. The questions could be about anything but the only condition is that an interviewee could not say just yes or no. S/he needs to speak expand the answer and describe the situation or express his or her feelings. For example:

1. Do you remember the first day you met your best friend?
2. What three adjectives can you use to describe yourself?
3. What are your plans for the nearest 3 years?
4. What made/ influenced you choose your profession?
5. Who is your favourite actor/actress and what do you know about him/her?

These are exemplary questions however, you can understand that the questions could range from food to politics. To make the activity a bit more difficult, you could ask the students work in pairs, think of a situation and ask his/her partner give argumentative response to the situation. For example:

Situation One: Your friend has a good salary and is saving money for the future. She wants to buy a car and also, a small apartment, but the money is not enough for both. She cannot decide what to do. Which one would you advise her to buy and why? Use arguments in your response.

Situation Two: Your friend is invited to spend his summer holidays at the seaside with her relatives. At the same time, his close friend invites him in the mountains where his friend's family have a small house. Your friend cannot decide where to go. Where would you advise him to go and why? Use arguments in your response.

Situation Three: Your brother is a school-leaver and wants to go to University. He cannot decide whether to enter the University in your hometown or go to another city. Where would you advise him to go and why? Use arguments in your response.

I keep telling myself and my young colleagues that we must not miss the chance to make our students express themselves in English. Let us take an example: imagine there is a gap filling listening activity in a text-book.

Students have to listen to 4 people presenting their projects to a State Lottery Commission. They have to persuade the commission to finance their project, for, let us say for \$ 10 million. Students have to listen carefully and fill in the gaps with the missing information. After the activity is finished you can ask the students sit in groups of 4 students and design their own project. If you think it is very time-consuming, you can give them the task as a homework and listen to them at the next lesson. Two or three students might act as a jury, design the criteria to who they will give the money and why and have contest/competition at the lesson. That will help the students produce their own language and practice use different language functions for their arguments.

The same could be said about grammar questions. For example, if I teach the second conditionals, I usually ask my students to make up their own conditional questions and ask each other. For instance, one student might ask the other student: *if you could eat the only food for the rest of your life, what would it be? Or what would you do if all your classmates decided to play truant?* And so on and so forth.

There are some more communicative activities to make you lessons enjoyable and fun.

One- minute talk

What I do is that I write different topics on the piece of paper, roll them up and put them into box, asking students to pick any. They

have 20 seconds to think about the topic and then start talking about it one minute non-stop. The topics can vary from favourite seasons to global warming. Consequently, while testing oral production you can use the abovementioned technique and test a student's pronunciation, vocabulary, accuracy and fluently simultaneously.

Talking about yourself

People usually like to talk about oneself. The feature could be used as an activity to encourage communication. I can share the simplest activities that will create a warm and friendly atmosphere in your class:

a) the name

Divide the class into groups and ask them talk about their own names –whether they like it or not; what name would they choose for themselves if they could and why.

As you can see the activity is very easy to arrange, however it encourages students speak about their feelings and emotions.

b) what do you have in common

This is a wonderful icebreaker. Put the students into groups and ask them find out at least 5 things they have in common. Definitely, they have to talk about themselves and ask questions about the likings and disliking to each other.

My Ideal School

Before you ask your students to design their ideal school, you can give them the questions to consider:

- What will you name your school?
- What will the building and rooms look like?
- Can students choose the subjects and the teachers?
- Whom will your school serve?
- What mission, purpose, and core values will animate and unify your school? Create a description (text, charts, other) that illustrates the mission, purpose, and main values.
- What roles will teachers, leaders, and other adults play in your school? What specialized knowledge and skills will they need?
- How will you measure growth in every student's learning? How will you identify problems, challenges, and opportunities? What tools and procedures will you use to gather this information, and how often?
- How can your school use time, space, and technology in innovative ways that enhance opportunities for students to learn and grow and for teachers to thrive and succeed?
- How will your students spend their time during the day and throughout the school year?
- What technologies will help you create the best possible learning experiences for your students?

- What barriers do you anticipate, and how will you overcome them?
- Create some special rules for your ideal school

Afterwards. You can ask the students design a poster of their ideal school in groups. That will make them think in English and speak in English.

Conclusion

According to the above-given discussion, I can say that language acquisition is a subconscious process evoking the practical usage of a language; language learning, on the other hands, is a conscious attempt to comprehend grammatical and lexical forms of a language.

Communicative language teaching is the best way to help your students master the language and be able to speak. I cannot stop agreeing with Chomsky, who separates competence and performance; he describes 'competence' as an idealized capacity that is located as a psychological or mental property or function and 'performance' as the production of actual utterances. In short, competence involves "knowing" the language and performance involves "doing" something with the language. The difficulty with this construct is that it is very difficult to assess competence without assessing performance. As we have learned, competence and performance involve "knowing" and "doing". In recent

years, many language instruction programs have focused more on the “knowing” (competence) part of learning a language where words and sentences are presented and practiced in a way to best help learners internalize the forms. Having been trained to learn the language through “knowing”, learners have difficulty reversing this training and actually “doing” something with the language. In short, it is difficult to assess whether the learners’ poor proficiency is due to limited of competency or a lack of performance. For example, if a learner says: “he goes to school every day”, does it mean that s/he does not know how to say a verb in a third person singular or has a little practice of producing sentences of his/her own.

In order to focus learners more on the “doing” part of learning, which allows a more accurate measure of learners’ language proficiency, a more communicative approach to teaching should be used. This type of approach concentrates on getting learners to do things with the language. By encouraging students to gradually “learn through the language” as opposed to strictly learning the language, there is a more balanced focus on both competence and performance. It is proved, that very often a language learner can make grammatically accurate sentences at the lesson but they find it very difficult to use the language

outside the lesson unless s/he practices speaking at the lesson.

I hope the recommendations given in the work will slightly contribute to the development of English language teaching. The sample activities as well as teaching tips could be used at the lessons. I think the material is kind of in-variant according to which a teacher could design his/her individual variants appropriate for his/her students taking into account the students age, language level, aims and objectives.

As we can see, in the above-mentioned examples, every student has to produce the language independently without any preparation, which is a good practice for them and which enables them to become a motivated, self-confident learner and succeed easily. At the initial stage, you can bring ready-made situations for them but afterwards they will manage to think of the situations themselves. There is one more recommendation I’d like to share with you. Remember, almost all activity could be turned into a communicative motivational activity.

To sum up what I have been discussing above, whether you like it or not, we can see that there is no ready-made recipe with special ingredients that will make you a good teacher. I agree with the statement that teaching is art rather than a science and we all need to find our own ways to master the art.

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Advantages of not Knowing your Students' Language: A Case Study of a Multilingual Group of English Language Learners

Abstract

The paper describes a case study carried out at Akaki Tsereteli State University, Georgia and aiming to identify characteristics of the language teaching process in a class where a teacher and students have no common language apart from the target language, English. The study, although limited in scope, aims to contribute to better understanding of the educational context where academic staff with limited experience of dealing with multilingual classes, have to ensure that students achieve desired learning outcomes successfully without the help of their native language for explanation, clarification, encouragement, and also without sharing cultural background. Some of the challenges the teacher face are: difficulty of introducing and practicing new vocabulary items, especially more abstract ones; lack of comprehension of presented grammatical structures due to insufficient mastery of the language/languages used for explanation; students' overreliance on dictionaries in their mobile devices; tact required in dealing with students, especially when this affects their self-esteem.

The participants of the study were 6 speakers of Turkish, 1 speaker of Russian (with a little Turkish) and 1 speaker of Georgian who form a lower-intermediate/intermediate level group of English learners. The methods of research included lesson observation, analysis of lesson recordings and interviews with the learners. The findings of the study were contrasted with observations of monolingual groups of Georgian learners. Although the results cannot be considered conclusive, the research has identified certain areas where the teaching process might benefit from teachers' inability to communicate with students in their mother tongue. These include the ratio of English versus other languages in an ELT class, mastery and frequency of use of communication strategies, increasing language practice at the expense of deductive grammar presentation, need for exchanging information due to the natural information gap between the teacher and students based on their cultural difference.

Key words: *multilingual class, ELT, communication strategies, target language.*

Introduction

Although Georgia in general is a multiethnic and multicultural country, Imereti region is overwhelmingly monolingual. Thus, multilinguality is not something that many teachers and educators from Kutaisi have to deal with. However, the situation has been changing lately at the university level with the

growing number of international students at Akaki Tsereteli State University. Majority of these students are enrolled in programs where the medium of instruction is English, a language that is foreign to them as well as their instructors and professors. Thus, we are dealing with a classroom where a teacher and students share no language apart from English.

In a sense, this situation, although unusual for the educational context the present study focuses on, is quite common throughout the world. This is certainly true for the world of English language teaching, e.g. ESL classes in English-speaking countries for learners from all over the world, or English speakers teaching English in various corners of the world in a variety of settings (Harmer 2007, p.132). In fact, it could be said that quite a few characteristics of modern ELT methodology, e.g. exclusive use of the target language, are products of the kind of environment where native-speakers taught English to classes with a mixture of language backgrounds. Exclusion of L1 from the process of teaching is one of such characteristics and a topic of much debate over the years. Thus, when dealing with multilingual classrooms in teaching English there is a wealth of experience and research we can rely on.

Literature Review

Lack of a common first language among learners or between learners and teachers is the issue most commonly discussed in relation to multilingual classrooms (Harmer 2007, Collis 2015 inter alia). A natural consequence of this is use of target language as the language of instruction, i.e. using English to teach English. Exclusion of learners' mother tongue has its logical justification even apart

from being the only option available in multilingual classes. Most importantly, it increases learners' exposure to the target language. As Harmer (2007) puts it "if ... the teacher is a principal source of useful comprehensible input, then the more time we spend speaking English, the better" (p.134). However, Harmer himself admits that there is a growing body of evidence confirming usefulness of learners' L1 for teaching a foreign language. Among the possible benefits he lists

- advantages of drawing students' attention to differences between L1 and the target language;
- ease of discussing learners' needs and in general, helping them with learner training in their mother tongue;
- affective factors linked with using L1 for socializing and building rapport.

(Harmer 2007, 133)

Cook (2001) summarizes all the possible reasons for avoiding L1 use in the EFL classroom, but still argues that "bringing the L1 back from exile may lead not only to the improvement of existing teaching methods but also to innovations in methodology".

In agreement with this viewpoint Nation (2003) claims that L1 has an important role in English language teaching and should be used in, what he calls, "all four strands" of a course, which practically encompasses all

areas of language teaching (productive and receptive skills as well as language systems and fluency practice). At the same time, he suggests ways of increasing the use of target language through applying it for classroom management and overcoming learners' reluctance to speak in the target language in fluency-based activities. Like many others, he calls for a balanced approach "which sees a role for the L1 but also recognises the importance of maximising L2 use in the classroom" (Nation, 2003, p.7).

In a similar vein Haines (2015) suggests guidelines for using L1 at three levels: functional, strategic and discourse levels aiming "to encourage teachers to make principled use of the L1 in their classroom without feeling guilty about doing so, while at the same time avoiding the pitfalls that are often associated with its use".

Thus, having no option of using learners' L1, as is the case with most multilingual classrooms, can be seen as an advantage by those who support L2-only approach, but as detrimental by many others.

In addition to the challenges of having no common language, Collis (2015) identifies two other important issues to consider when teaching English in a multilingual classroom:

1. differing cultural backgrounds of learners;
2. difference in learners' mistakes.

In fact, cultural differences are a key aspect as in the last decade language teaching has come to be viewed more as the process of developing intercultural competence rather than simply building language skills. This view claims that memorizing some facts about target language community and culture is not sufficient; the aim is to prepare learners through reflection, analysis and comparison for dealing competently with intercultural encounters (Tolosa et al 2018). Clearly, the process of teaching and learning will be qualitatively different between the two classes if in one the only unfamiliar culture is the target language culture and in the other a teacher's and learners' cultures contrast with one another and that of the target language community.

Another direct effect of differences in learners' L1s is a greater variety of typical errors that we encounter in class. Mother tongue interference determines many features of learners' interlanguage and its effects on L2 acquisition have been studied for decades. Teachers of monolingual classes have quite a clear idea of what to expect in terms of 'problem areas' whether it is phonology, grammar, any particular vocabulary item or concept. They can plan their classes accordingly. This is especially true if teacher and learners share a mother tongue. This is a benefit multilingual classes do not allow, and

as a result, teachers face a challenge of reconciling a much greater variety of needs and demands of their students. An interesting additional side effect is described by Collis (2015): “Students in a monolingual classroom often understand each other not because they speak correctly, but because they all make the same mistakes”. Thus, she believes, learners in multilingual classes face a greater challenge of making themselves understood by people with different linguistic backgrounds and so, they have a greater chance of improving their competence.

This brief discussion of the three important aspects of multilingual classrooms shows that each of them can be seen as an advantage or as a challenge. These challenges are especially evident when teachers who have only had experience with monolingual classes find themselves in a completely different environment without any special training or support. “What do they find particularly daunting in teaching English to multilingual classes with whom they share no language apart from English (target language)?” and “Are there any positive effects of the situation?”, this is what our study has tried to identify.

The Study

The case study was conducted at the English Philology Department of Akaki

Tsereteli State University. The participants of the study were 6 speakers of Turkish, 1 speaker of Russian (with a little Turkish) and 1 speaker of Georgian who form a lower-intermediate/intermediate level group of English learners. They are students of English language and literature Bachelor’s program. The four teachers who were involved in the study had from 10 to 20 years of experience of teaching the English language at university level. However, for all of them it was their first encounter with students whose first language was not Georgian.

Although the department has some experience of working with international students, this is the first group where majority of students has practically no Georgian. Unlike Georgian citizens, who are a majority in the program in general, according to Georgian legislation foreign citizens are allowed to enroll in the program without passing any form of entrance examination. In the case of our study participants it means that they came to the course with no or starter level English. Thus, teachers of this group found themselves in an unfamiliar situation for two reasons. For one thing, the level of the students’ language competence was lower than expected for the university level. More importantly, they had to adapt their teaching method to a multilingual class. The study was conducted in the beginning of the third year of

their studies and it emerged after a cycle of peer observations that had been carried out in 2016 as part of the staff development project. The areas that were felt to require improvement were as follows (Nijaradze, Zviadadze 2017):

- number and quality of communicative activities used in teaching;
- focus on pair and group work
- managing teacher talking time
- use of inductive presentation techniques
- techniques of error correction and peer correction

Interestingly, some differences were discovered between the multilingual group and other groups in terms of the characteristics of the teaching process. This case study was designed to look more thoroughly into what these differences were and what their effect on the process of teaching was.

Methodology and Findings

Four teachers who worked with the group during the last year were interviewed. Semi-structured interview was used as a method of data collection. The initial questions were the following:

1. How is this group different from other groups in the program?

2. What were the biggest challenges of working with this group? Can you give an example?
3. How did you deal with these challenges?
4. Are there any advantages to teaching this group?
5. Have you as a teacher benefitted from this experience? How?

However, the interviewees expanded and asked more details and examples wherever they felt the need. Next, four classes were observed and three more were recorded (with the agreement of both teachers and students). All these sessions focused on practical language skills development.

Interviews

The interviews identified several common themes.

While answering the first question all the teachers mentioned low language competence of this group and difficulty of working with them due to the language barrier. They referred not only to the difficulty of handling the course material, but also frequent misunderstandings in relation to administrative issues. Students required more help from teachers with questions concerning timetable, exam schedules, relationship with the dean's office and secretaries, etc. Two teachers spoke about the students' low self-confidence and their belief that they could not

learn English as well as Georgian students. A lot of this could probably be attributed to their awareness of Georgian students' higher initial competence. However, this is an interesting area for exploration as self-esteem and level of inhibition are so closely linked with success in language learning. The teachers also noted students' frequent use of mobile devices, mostly English-Turkish bilingual dictionaries, during the lesson, which they try to restrict. This does not happen at all with monolingual classes of Georgian students, supposedly because Georgian students have even quicker access to teachers' translations whenever they face a problem with a word or concept.

In response to the question concerning the biggest challenges, the teachers unanimously spoke about problems caused by their inability to use Georgian at certain points in a lesson. They mentioned difficulty they had encountered in

- explaining grammar points, e.g. tense forms, II conditional
- presenting new vocabulary items, especially more abstract ones
- understanding what students' problem is caused by
- assessing whether students understand a language point or not.

In talking about what tools they used for dealing with these challenges the teachers

focused on several ideas that need to be discussed in more detail.

All the teachers spoke in a lot of detail about their difficulty in explaining various grammatical items. Although prevalent methodology in the programme is communicative language teaching, where emphasis is more on building communication skills and less on deductive grammar teaching, explanation of grammatical items is still an important part of the teaching process. Every grammatical item is presented explicitly and then practised in a variety of activities. Although recommended language for explanation is English, often teachers use students' native language claiming that it helps make complex concepts easier to understand. This strategy was denied to them with the multilingual group, student's level of English was not sufficient for understanding some of the explanations in this language and consequently, the teachers felt their students were at a disadvantage compared to Georgian students. They looked for strategies for compensating for this discrepancy and their suggestion included the following strategies:

For one thing, they all thought very carefully about the language of explanation, tried to simplify it as much as possible, paraphrase to make sentences shorter and easier to understand.

Another strategy the teachers mentioned was substituting or complementing verbal parts of explanation with visuals. They spoke of using board regularly, drawing charts, timelines, writing examples on the board to highlight or underline relevant parts. One of the teachers commented that she often asked students themselves to the board to analyse examples and clarify some points. Of course, all of this happens with regular classes of monolingual Georgian students but all the teachers emphasised that in this multilingual class the use of such techniques was much more important.

The third technique the teachers spoke about was more extreme – they said they tried to avoid explanation altogether wherever possible. One even commented that she felt she was wasting time on explaining grammar when she could be doing something more beneficial for students. She felt the students understood very little of the message that she was trying to convey. It emerged from the interviews that the teachers made quite frequent use of inductive grammar presentation, they provided students with texts, stories or other types of context and had them infer rules for themselves. This type of presentation was felt to be more productive as very often student feedback confirmed that they had really understood the meaning of this or that grammatical structure better than after

traditional deductive presentation. The teachers also said they preferred to spend time on language practice activities instead of presentation as it was of very little value. So, they made their explanations simpler and very much briefer than usual and dedicated the remaining time to doing various controlled and free activities on the same topic.

Another major area of the teachers concern was feedback stage after presenting new material. All the teachers mentioned that it was not easy to diagnose how well students had understood the new material whether it was a grammatical or vocabulary item/items. The teachers claimed that they spent more time on eliciting feedback from international students than with Georgian students. They said they had to ask concept-checking questions, rephrase these questions or ask additional ones, ask students to give several examples for each language item. One commented: “Sometimes they seem to have understood and even start explaining to each other in Turkish. So, I think ‘yes, we’ve done it’, but then I ask for an example and it turns out they’ve got it all wrong and then we start again.” So, the teachers all agreed that they had never before paid so much attention to ways of getting feedback from students, exact phrasing and most suitable techniques.

An interesting observation was made by one of the teachers who stated that she

regretted not knowing the students' mother tongue, because it would have helped her understand what their difficulties stemmed from. When the students interpreted a new word incorrectly she was not sure if it was due to her explanation, the technique she used and her language, or the fact that students' language lacked a similar concept. This links to the question of mother tongue interference and desirability of drawing parallels between the first and target languages.

One way of handling difficulties with students' understanding of new material was letting them do a kind of 'peer teaching' i.e. students translating and explaining to their friends who they thought needed help. The teachers said that this kind of student mediation was sometimes helpful, but could not be relied on. Often student feedback showed that they had misled their peers. So, the teachers emphasised once again the role of eliciting feedback from students at every stage.

A strategy teachers mentioned next is more general as it is not linked only with presenting and understanding new material; rather it can be applied to all stages of the teaching process. This refers to the importance of recycling. The teachers emphasised that with this group in particular it was crucial to go back to the material covered in the previous lesson and do some more practice. This gave

the students a chance to do some work at home, whether it involved looking for similar structures in their mother tongue and finding translations of words and phrases or applying to their new knowledge in various contexts. For the next lesson they came back with either clearer understanding or more questions. So, the teachers felt it really beneficial to provide similar activities which gave them more detailed feedback on students' mastery of the new form and remaining problem areas.

Another strategy mentioned in answer to the question about ways of handling difficulties was trying to motivate them. "Giving positive feedback and reinforcement was also efficient as it increased students' satisfaction and encouraged positive self-evaluation", said one of the teachers. As low self-esteem was identified as one of the distinguishing features of this group, it is natural that the teachers all expressed similar concerns and spoke of the need for frequent praise and encouragement.

Answers to the question on the advantages of teaching this group were not as diverse and detailed. One main benefit that all the teachers agreed on was that limited use of their native language in class helped the students to improve their English. Another positive aspect that was identified linked to the difference in students' cultural backgrounds. The teachers felt that due to this difference some

discussions and presentations were livelier and required less encouragement from the teacher. Also, whatever the topic of the lesson, a question on the difference in this respect between Georgia, Turkey and Uzbekistan always generated interest. So, the teachers found it required less planning to find topics for free language use and personalizing the material.

In answer to the final question of the interview, the teachers spoke more about the difficulty of teaching this group than benefits for the teachers. However, certain themes did emerge from the discussion. Most importantly, they felt that the pressure of reaching desired learning outcomes with a group whose language competence was much lower than expected offered them an opportunity or even pushed them to improve overall organization of the teaching process. In particular this referred to time management during the lesson and prioritizing the material. They saw it as beneficial to their practice. Another area they mentioned was more imaginative and creative use of motivation techniques.

Lesson observation and recordings

The second data-collection tool was lesson observation, whose results largely confirmed the findings of interviews. However, it was felt that more detailed record was required to identify some characteristics of student

language that were thought to be specific to this multilingual group. Consequently, with the consent of teachers and students recordings of three lessons were made. Findings of lesson observations and lesson recordings will be discussed together as there are several common areas. The themes consistent with interview data were the following:

- teachers put a lot of effort put into clarification and explanation; they used paraphrasing or examples to clarify a point;
- they used variety of techniques for presenting new material, including an inductive presentation which was the only example of this approach throughout the series of observations conducted under another research project mentioned above (Nijaradze, Zviadadze 2017)
- frequent use of elicitation techniques was observed including various types of questions, giving a definition, opposite, giving an example, etc. e.g. “What is opposite of ‘tense’?”, “Which of you is ‘punctual’?” “Is Elif punctual?” and similar questions follow after a student gives the definition of a vocabulary item.

The relevance of these features becomes evident when this data is compared with the

data obtained through a study described above, where 30 observations of various teachers working with monolingual classes of Georgian students did not produce a single example of inductive presentation, very few concept-checking questions and teachers taking shortcuts by accepting Georgian translations when they tried to check students' understanding of new language items.

Observations also confirmed the teachers' claim that students engage in discussions with more eagerness due to differences in their backgrounds. One of the observations occurred during a lesson that dealt with the topic of university education. The question and answer session started immediately after a student's presentation of the Turkish educational system, the number of student-initiated questions was impressive and it was evident to the observer that the students were involved in sharing meaning to the extent that they completely forgot to focus on language accuracy. Similar case was observed in another class where the students were asked to discuss character traits valued in their cultures and discussion spontaneously moved to how they perceived Georgians, their classmates and themselves.

A major area that was not mentioned in interviews but attracted the researchers' attention during observations and was studied in more detail through lesson recordings, was

the students' use of communication strategies. Strategic competence, an important aspect of communicative competence, was defined as "made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (1980 p.30). Thus, English language learners will need to use communication strategies (in this interpretation of the term) as long as they experience difficulties in communication due to limitations in the mastery of the target language.

Observations as well recordings of the lessons identified that the students used a number of such strategies:

1. Circumlocution (paraphrase), which could include exemplifying, illustrating or describing the properties of the target object or action via physical characteristics, constituents, function, e.g.

"ashamed -when making ... for example, I made a cake but it wasn't good; we have a guest and I don't want to bring it for them and ... I ashamed" or

"punctual – mean is - our Elif is not punctual"

2. Approximation, which refers to using a single alternative lexical item.

E.g. convince – like persuade, yeah?

generous - it is good, sharing

This finding was particularly informative as it contrasted with the results of another study carried out at ATSU, which argued for inclusion of strategy training into English language teaching programmes and identified specific strategies that would most benefit language learners (Nijaradze, Dogonadze 2015). This study showed that the students claimed that most frequently they used achievement strategies: circumlocution, approximation, clarification requests and self-repairs. However, the teachers stated that the students frequently used other types of strategies: paralinguistic devices, code-switching, literal translation, topic avoidance and message abandonment. Thus, majority of students were not aware of giving preference to avoidance strategies and achievement strategies based on non-linguistic or native language tools.

Although a more thorough quantitative analysis is required, it can be safely claimed that lessons with the multilingual group of participants of the present study demonstrated more frequent use of achievement strategies. As code-switching and translation strategies were of no use to them, they had developed the ability to overcome language difficulties through the use of strategies that “are oriented towards encouraging language use, taking initiative and dealing with challenges in

communication through activation of existing language competence” (Nijaradze, Dogonadze 2015, p.2)

Conclusions

The limited scope of the study prevents us from making any far-reaching generalisations, but several tentative conclusions can still be made.

Although the teachers see working with multilingual classes as a challenge, the teaching process might benefit as a result. The findings of the study suggest a number of advantages for both students and teachers, in particular if the results of this study are viewed against the background of the previous studies conducted in the same context.

1. Certain features that are consistent with communicative language teaching methodology are more prominent in multilingual than in monolingual classes where the teacher shares students L1.
 - Teachers' preference for inductive presentation in this study contrasts with observations from the research mentioned above (Zviadadze, Nijaradze 2017), where not a single instance of such a presentation was observed.
 - The share of language practice increases at the expense of deductive presentation as teachers feel that

explanation in the target language is of little benefit for students due to their limited language competence.

Both these findings are interesting as they suggest that teachers use L1 for explanation in monolingual classes even though they used the target language when observed. This can be the only explanation for the fact that similar need for using inductive presentation or cutting down on explanation does not arise with their regular classes, even if the students' language level is comparatively high.

2. Learning English in a multilingual class sharing no language of communication with the teacher increases students' mastery and use of communication strategies, especially achievement strategies, which can be seen as conducive to improving their overall communicative competence. Proficiency with these strategies emerges naturally, based on the need and without special strategy training that is required for other types of language classes.

3. Differences in students' cultural backgrounds create a natural information gap, which motivates student-initiated exchange of information and contributes to making lessons more communicative.

4. An area that definitely requires a more detailed study is students' self-esteem in a multilingual class. It would be interesting to look into the teacher's role in dealing with this issue and investigating if greater integration of these students with their Georgian peers would have improved their self-confidence.

Overall, it can be claimed that teaching multilingual classes offers teachers opportunities for expanding their repertoire of teaching techniques, increases the ratio of English versus other languages in class and makes the lesson more communicative, all of which ultimately benefits the students.

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The significance of multilingual education in the context of integration of minorities into society

Abstract

In the densely inhabited regions of Georgia there are still issues to be solved regarding learning and teaching of the State language. Despite a number of positive changes made by the Government in recent years, the degree of the command of Georgian in local non-Georgian population is still very low. Sadly, the Georgian educational system has not yet been able to offer a model to the minorities which would ensure the learning of Georgian at a level suitable for a successful communication. Consequently, in order to improve the situation and achieve positive results, it is still urgent to elaborate a more radical and effective policy. Specifically, it is important to think about institutional changes about the model which would drastically change the attitude regarding the language education in schools.

A multilingual model of education can not only be a tool for encouraging civic integration but also, a crucial factor in the cognitive development of learners.

Key words: *Multilingual education; CLIL, Georgian Educational System.*

Introduction

Georgia is a multinational and multiethnic society. According to the census of 2014, ethnic Georgians make up 86.83% of the whole population whereas other nationalities - 13.17% (see Table 1). Out of the ethnic minorities, the Azerbaijani population is 6.3% whereas 4.5% is made up of Armenians. (Results of population census of 2014).

About 13 % of the population of Georgia does not indicate the State language as native and 74% of the Azerbaijani population and 51.3% of Armenians cannot speak Georgian

fluently or cannot speak it at all. (Patariaia, 2012:12; Gabunia, 2014).

These two most numerous ethnic groups (Azeris and Armenians) live compactly in the regions of Samtskhe-Javakheti and Kvemi Kartli in which the area of functioning of the State language is extremely limited which, beside being a hampering factor of their integration into society, prevents the development of the feeling of belonging to society as well as a general feeling of citizenship (Gabunia, Odzeli and Tabatadze, 2008: 11-12).

This situation has several reasons. The first and major reason is a difficult heritage from the period of the Soviet Union which is still alive today. As is known, in the Soviet period the language employed in Georgia for communication between the nations as well as for documentation was Russian. Due to this, ethnic minorities did not feel any need to learn Georgian. Today, we are reaping the results of that period – the majority of ethnic minorities is not able to communicate in the state language at the elementary level.

After declaring independence Georgian was declared as the state language of the country which, naturally, increased the area of its employment. First of all, Georgian became the only language for business and clerical correspondence. Consequently, it became the tool necessary for active integration into the country's society. Currently the situation has changed and motivation to learn the state language is extremely high. However, the educational system has not yet been able to offer the ethnic minorities the model which would ensure learning of Georgian at a level suitable for successful communication.

Georgian (the state language) is a second language for the ethnic minorities living in Georgia and learning a second language requires a different type of methodology and attitude. In this respect the situation in the regions densely populated with ethnic

minorities leaves much to be desired: the majority of teachers still rely on the Soviet methodology in teaching which leads to the input encouraging only static and passive knowledge. In addition, the level of proficiency in Georgian among the teachers of Georgian as a second language is also low. It is difficult to teach the Georgian language to school children without mastering its extremely complex structure. On the one hand, the complexity of the grammar system of the language and the lack of teaching it in a more comprehensible way still remain an insuperable obstacle for school teachers.

Another problem is learning resources (textbooks, visual aids, etc.). Due to complicated and unsuitably selected learning resources, which are uninteresting and incomprehensible for the ethnic minorities, hence a negative result - ethnic minorities are not able to learn the state language even if they were motivated to command it.

These main reasons lead to a sad result: ethnic minority school leavers finish school with much lower results and undeveloped language skills in Georgian compared to the children for whom Georgian is a native language. This has a negative impact on the possibilities they have regarding receiving higher education, finding jobs and participating in the political life of the country and what is more important, on the prospect of

their integration into Georgian society. (Tabatadze, 2011: 80 - 103).

Projects have been implemented by the Ministry of Education and Science of Georgia as well as by various donor organisations aiming at improving the level of command of the Georgian language in different age groups (state sector employees, prospective students, school children). However, these initiatives are not yet sufficient.

My personal experience of participation in such projects enables me to argue that such measures yield temporary and less productive results and positively affect only specific target groups (for instance, the state sector employees who have finished school a long time ago and there is no other way of teaching the state language to such a population). Regarding the educational space (including tertiary education), it is urgent to elaborate more effective and radical politics, in order to achieve tangible positive results.

The goal of this article is not to discuss all the problems concerning the teaching of the second language. **I will refer to the most important and determining issue which needs to be addressed urgently.**

Currently the only model employed in the Georgian educational system is **monolingual**. This includes teaching a dominant (state) language as well as the model employed in schools in which the language of instruction is

a language of ethnic minorities. In Georgian schools the language of instruction is only one (Georgian) and a foreign language is taught as one of the subjects. Similarly, the language of instruction is a corresponding language in Russian, Armenian, Azerbaijani and Ossetian schools in which the state language is taught as one of the subjects, like any other foreign language.

Certainly it is possible for a student to learn a language to some extent due to several positive factors (language environment, the language spoken at home, teachers equipped by relevant methodology, etc.). However, currently such favourable conditions are not available in the regions densely populated with ethnic minorities. Therefore, it is advisable to think about institutional changes - about the model which will alter the approach practiced in the educational space regarding the language education.

* * *

The model of multilingual education is becoming more and more popular in the educational systems of Europe and America. This type of education **includes several languages of instruction**: the first (native) language and non-native language (a second, third...language).

It should be mentioned that multilingual language does not envisage **assimilation** of minorities by the majority. A well-thought out

and planned approach envisages enhancing and better expressing the native cultural environment of the representative of the ethnic minority against comparing it to the second language, rather than subduing it. (Gabunia and Jajanidze, 2016: 47 -49).

The main difference between the multilingual and **monolingual models of education is that the language of instruction becomes not only a tool (instrument) but also, its goal as well.** Therefore, in order to achieve both goals (referred to as subject and linguistic), it is necessary to create a constant balance between a lesson focused on the subject content on the one hand and a specific language lesson on the other. In other words, bilingual education is a **resource instrument** and not a goal - this is the problem to solve (Tabatadze, 2014: 1 - 16).

One of the most significant determining factors of the effectiveness of multilingual education is the type of the program preferred.

Below there are several models of multilingual programs:

1. Developmental multilingual, educational- in the case of this program teaching of certain subjects and groups of subjects is provided equally (50% - 50%) on both languages (state and native) and high language competence in both languages is expected.

2. Transit multilingual educational program – in this case, although teaching starts on both languages, the number of subjects taught in a State language gradually increases and leads to the state language of instruction becoming the language of tuition.
3. Multilingual program fostering minority native language (partial immersion). In this case, teaching of certain subjects and groups of subjects are taught in a state language whereas the native language is taught as a subject based on the maximum number of hours per week.
4. Multilingual educational programs supporting the State language (partial immersion). In this case, subjects or groups or subjects are taught according to the National academic plan in the state language. As well as this, the state language is taught as a subject, which leads to the asymmetric correlation due to the intensified teaching of the state language.
5. Multilingual Programmed of double language immersion. In this case, subjects and groups of subjects are taught equally, in both state and non-state languages, according to the national academic plan. The cohort of

students (both Georgian and non-Georgian) is equally apportioned.

6. Mixed multilingual educational programs - in this case the academic process starts largely in a second language (for instance, in Russian). After reaching a beginner level of competences, the academic process is based on the following principle: a) subjects are taught only in the state language or b) in both native and state languages. The aim of this program is to develop language skills in both, the state and another language simultaneously (Tanayadze, 2011).

However, only the choice between “strong” or “weak” programs does not guarantee the success of the program. Even the weak multilingual program may be successful as there are other important factors for determining the effectiveness of multilingual education.

These factors are as follows:

- (1) qualification of teachers;
- (2) collaboration and shared vision between the administration and teachers;
- (3) readiness and support from the school administration;
- (4) degree of involvement of parents and the community.

(Tabatadze, 2011: 80-103).

1. Qualification of teachers

It is a fact that a qualified teacher is one of the main factors determining the effectiveness of bilingual educational programs. Consequently, the training and professional development of teachers plays a big role in this. A low qualified teacher presents a serious threat to the multilingual education. Teachers involved in bilingual education should be aware of teaching strategies, have learning resources and reveal positive attitude towards the students from an ethnic minority background. A teacher of a multilingual program should be actively involved in out-of-classroom activities of all kinds and be connected to the parents and the local community. It is advisable for the teacher to be a bilingual themselves to act as a role model for their students.

2. Collaboration and shared vision between the administration and teachers

For the effectiveness of multilingual educational programs it is important for the school to have formulated its mission regarding bilingual education and a strategic plan for its implementation. In order to run the program successfully, it is crucial for the school director, administration, teachers and staff to agree with the school mission and have positive attitudes towards multilingual educational programs.

3. For the effective management and successful results of the multilingual programs it is important for the school administration to reveal a high degree of **readiness**. Moreover, the school administration should know academic approaches, strategies and be better prepared than their teachers. In addition, school authorities should have all the characteristics of a leader and be able to determine precisely which program of bilingual education is relevant to their needs and choose the model accordingly. The school administration should formulate and elaborate a strategic plan for the implementation of the program together with school board. The school administration (the director) should have developed management and administrative skills. The authorities should be able to encourage and motivate their staff on the one hand, and raise funds, mobilize personnel, financial and material resources on the other.

4. Involvement of parents is an important component for the success of multilingual programs. On the one hand, parents have a big influence on establishing either a positive or a negative attitude to the program (for instance a negative approach revealed towards the so-called “bilingual textbooks” was the reason for stopping the multilingual program in 2010-

2013) and can ensure the readiness of pupils of ethnic minorities for the process of learning on multilingual programs. (Tabatadze, 2014). Therefore, parents present an important factor regarding the implementation of multilingual and bilingual educational programs. Parents’ involvement in the bilingual educational program is an important factor for guaranteeing the quality, as no mechanism of quality assurance can work more effectively than parents interested in the success of the bilingual program.

Bilingual educational programs with a high degree of parents’ involvement leads to successful resolution of the problem of attendance due to the insufficient command of the state language (Tabatadze, 2011: 80-103).

* * *

Many approaches to multilingual education are employed in various countries (the format of this meeting does not allow discussion of all the models). However, I will discuss the model which has become especially popular recently: Content and Language Integrated Learning (CLIL) which as I see it, is quite relevant for solving burning issues in the non-Georgian schools of Georgian regions.

CLIL enhances language competences based on the contents which exceed an ordinary language learning lesson: together

with enhancing the knowledge of a specific subject (math, history, biology) the teacher also helps students to enhance language skills. (Gabunia & Jajanidze, 2016:47-49)

CLIL is an educational approach with a double emphasis in which, while conducting learning and teaching the emphasis is neither on the contents nor entirely on the language, these two factors are intermingled. Use of both languages in the process requires serious preparation on part of the teacher. In order to facilitate achievement of high competences in both languages, it is also crucial to introduce a strategic, two-component (subject and language) plan. There is a risk that pupils may not be able to learn a subject due to their insufficient competence in the language which may also lead to their academic backwardness. In addition to that, the teachers of subjects are apprehensive of the fact that allotting a certain amount of time will harm the national academic plan in a specific subject (math, physics, geography, etc.) which has to be achieved.

Use of the attitude towards CLIL is not only necessary, but crucial: at monolingual, non-Georgian schools the state language is studied only at the lessons of Georgian. The academic environment, as well as the environment beyond it, is totally non-Georgian. Consequently, increasing the area of functioning of the state language is crucially

important for the country as it implies introducing Georgian not only as one of the subjects but also, as the **language of instruction**.

It is most important to implement CLIL methodology in the higher educational institutions of Georgia. Acquisition of only communicative skills in a language is not sufficient for the inclusion into academic space. It is equally important to develop **cognitive-academic** skills which are absolutely crucial for comprehending academic lectures, fulfilling assignments, presenting them (orally and in a written format). Without a certain amount of training in this respect a student finds themselves in shock, which may lead to serious negative results regarding academic success.

Successfully finishing a year preparatory program in Georgian the students are free to select the Faculty at the University according to their preferences at BA level. The range of specialties is quite impressive: business and economics, law, humanities, medicine, etc. When discussing academic programs, one should bear in mind that all of these professions have their own metalanguage: specific syntax, lexis, terminology. Consequently, without a certain preparation before moving into this sphere (even if a student may have a good command of communicative Georgian) is still difficult and

presents a risk of frustration, which later may lead to demotivation and result in a loss of interest towards learning.

Implementation of CLIL within the frames of the preparatory program is indeed, not sufficient. Within the frames of the project supported by OSCE and Tempus (EU) a BA program in Multilingual Education has been created for Georgia and Ukraine and has been popular for three years already at TSU. This program is especially popular among the school leavers finishing the preparatory program in Georgian. In addition, the popularity of this program is rising and the competition is also becoming keener.

Within the “Tempus” program there is a 300 credit program being prepared which will confer a master’s degree and involves all three stages of school education. This program will also include modules (1 subject content and 2 language modules) which will enable a student

to make a choice between a subject of choice on the one hand and methodology of CLIL on the other.

The discussed programs will not wipe out all the issues soon but they can be considered as a serious basis for the start of multilingual reform. In 2019 BA graduates will be able to teach at a primary school level and in a few years CLIL will be implemented in 200 non-Georgian schools. This will bring about drastic changes regarding the language situation.

At the same time, we should manage to use existing personnel resources (up to 6 thousand subject teachers at schools who either speak the state language at the beginner level or do not speak it at all). It is necessary to organize their qualification courses in two directions:

- 1 organizing language courses;
- 2 organizing CLIL methodology courses.

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Batumi Linguocultural Digital Archive (Contemporary Technological Achievements for the Database Arrangement of the Folklore Resources)

Abstract

The evolution of the new forms of the scientific communication and development of the web technologies and global networking gave the scholars an excellent opportunity to rapidly and effectively use academic digital resources, the number of which is constantly increasing. Establishment of the OR (Open-Resource) and introduction of the RE (Resource Exchange) supported development of the infrastructure for the digital archives. That, in its own right, became a fast and efficient instrument for the use of scholarly resources. It has essentially changed the research procedures in the 21st century. The researchers now are able to make use of the 'open and merge' approach to their resources. Creation of the global library has become a new opportunity of the international scholarly communication.

The joint scientific project **Batumi Linguocultural Digital Archive (BaLDAR)** implemented jointly by Batumi Shota Rustaveli State University and Goethe Frankfurt University is sponsored by the Shota Rustaveli National Science Foundation. The project is a result of the international cooperation and aims to introduce new forms of the scientific communication, which will support multidisciplinary research development.

The paper studies the significance of the establishment digital archives in Georgia. It outlines the themes of the resources that have been developed within the project framework.

Key words: *web technologies; Linguoculturalizm; Digital Archive.*

1. Necessity and Significance of Establishing Digital Archives for the Humanities

In the 21st century the science is characterized by several essential markers, technological revolution and the process of the general globalization. Development of the digital technologies for the mining and

preservation of the (row) resources has opened new prospects to the researchers in the humanities. The creation of the Big Data and digital methods applied in the processing of the resources have refined the process of research in the humanities. Moreover, the

research outcomes have become more accurate and consistent.

Collecting the resources for the research with the modern principles and their digital processing has a unique priority: a) the modernized resources are easily accessible for handling; b) the metadata and the search systems make available their multidisciplinary application. c) in difference from the traditional (printed) resources, the digital resources are distinguished for their multipurpose and multiple usage.

The rethinking of the copyright rules on the scientific resources held by a sole researcher or a group of researchers, and opening of the research resources for the public, has essentially changed the humanities in the 21st c. The world community is developing towards the OR (Open-Resource) and RE (Resource Exchange) principles.

The increasing number of the digital archives as well as the rapid globalization process demanded creation of the international platforms, such as:

- Dublin Core Metadata Initiative (**DCMI**), Dublin, 1995 (<http://dublincore.org>)
- Open Archives Initiative (**OAI**), Santa Fe, 1999 (<http://www.openarchives.org>)
- Open Language Archives Community (**OLAC**), Philadelphia, 2000 (<http://www.language-archives.org>)

Those initiated e-archiving of the resources, and establishment of the scholarly communities called forth reinterpretation of the concept - **language resource**. Documentation of the language and culture is possible as far as it is verbalized, or is materialized in the language.

The vernaculars do express verbally the details of their biographies, everyday life, domestic chores, the facts from their cultural and historical memories, religious rituals and habits, ethnological information.

Susan Hockey puts a special emphasis on the linguistics and considers it to be a meta-discipline. She postulated her concept at the OLAC founding workshop in this way:

„This initiative is particularly interesting because linguistics is a meta-discipline. It produces an impact on almost everything that is done in our daily lives. What has been developed as a result of this workshop may have implications throughout the scholarly community and beyond...“ (Hockey, 2000).

Interestingly, the founding workshop of the Open Language Archives Community, defines the concept - language resource - the following way:

“A language resource is any kind of DATA, TOOL or ADVICE (see the founding vision statement) pertaining to the documentation, description or development of a human language. Texts, recordings,

dictionaries, language learning materials, annotations, field notebooks, software, protocols, data models, file formats, newsgroup archives and web indexes are some examples of such resources. OLAC metadata can be used to describe any kind of language resource. Language resources may be digital or non-digital, published or restricted. In the OLAC context, a language archive is any collection of language resources and their resource descriptions“ (Simons & Bird, 2000).

Consequently, the contemporary digital archives represent Language-Related Digital Archives and not only Language Archives.

The necessity of digital archiving brought along a new challenge to the scientists, in particular, creation and introduction of the universal standard for the digital archives. The standardization is seen not only a solution for the problems related to the language resources (e.g. use of the Unicode standard), but also as a creation of the standard for the storage and archiving of the digital resources, which supports multidisciplinary access and unified search in various archives.

Since 2012 Batumi Shota Rustaveli State University (BSU) has been involved in the international process of digital humanities development. In collaboration with the Goethe Frankfurt University, the annual summer

schools have been held in digital humanities since 2012:

1. In 2012 was established **Batumi Summer School** on Digital Humanities. The project team invited in 2015 and 2016 the outstanding researchers in Digital Humanities: Prof. Nikolaus P. Himmelmann, Prof. Jost Gippert and Prof. Sebastian Drude;
2. In 2015 introduced the BSU minor BA program in digital humanities;
3. In 2016 Batumi State University and Goethe University Frankfurt started implementing of the joint international scientific project **Batumi Linguocultural Digital Archive** sponsored by the SRNSF;
4. In 2017 was opened the Centre of Digital Humanities at BSU.

2. Batumi Linguocultural Digital Archive (BaLDAR)

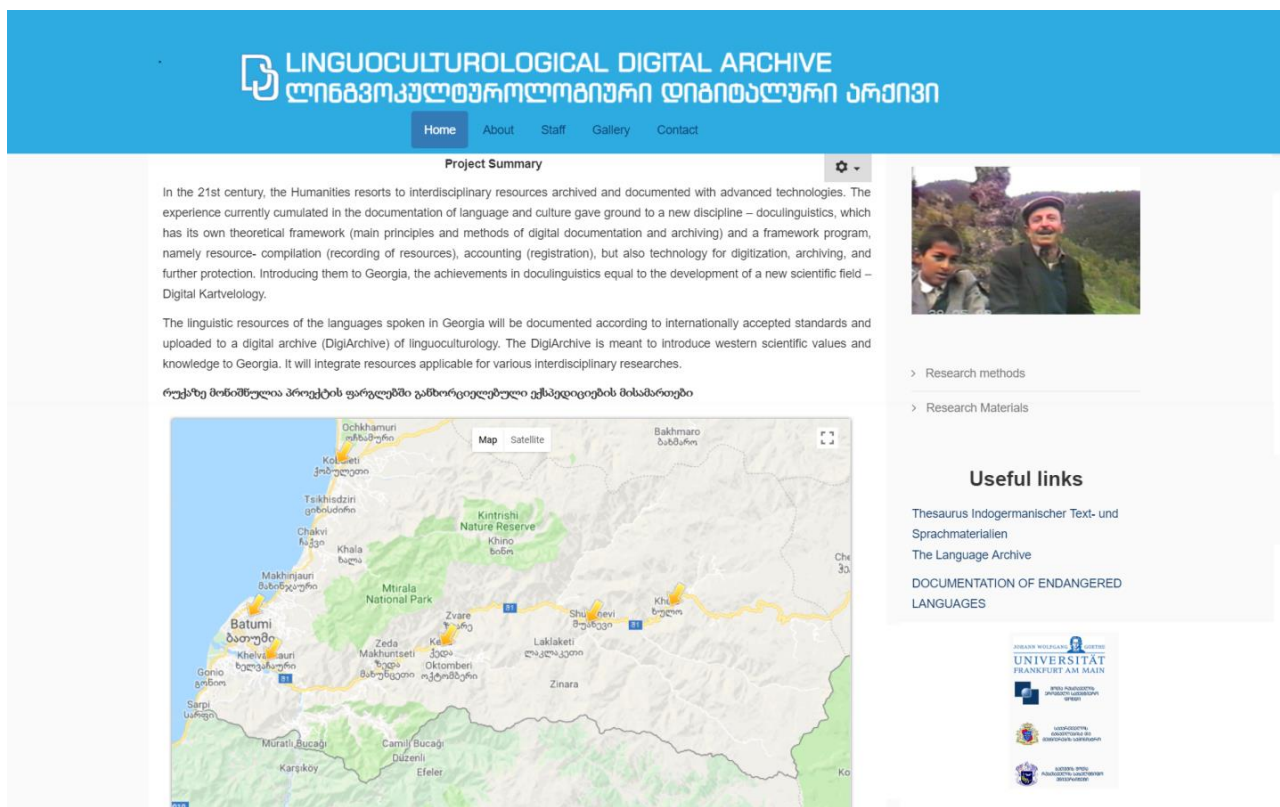
The humanities of the digital age is based on the interdisciplinary research resources, documented and archived with the advanced technologies. The contemporary experience in the field of documenting language and culture prepared the ground for the new discipline - **documentary linguistics**, which currently has its own theoretical basis (main principles

and methods of digital documenting and archiving) and a frame-program, or the methodological and technological instruments of collecting resources (recording the data), accounting (registration), and further maintenance (saving).

Implementation of these achievements in the field of **documentary linguistics** means development of the **digital Kartvelology** – a new field of science.

The **BaLDAR** will store the languages spoken in Georgia, documented according to the international standards.

The conceptual approach to the initial **BaLDAR** is to turn it into a ground-breaking project, giving an opportunity of introduction Western scientific standards in the field, new types of software for the preservation of the heritage, building new databases and developing services for their use.



Website of BaLDAR (<http://digiarchive.bsu.edu.ge/>)

The audio and video resources, which were collected during various expeditions in Georgia, have not been yet accounted for, archived or published. Meanwhile, the collections consist of the academic resources compiled by various institutions, including

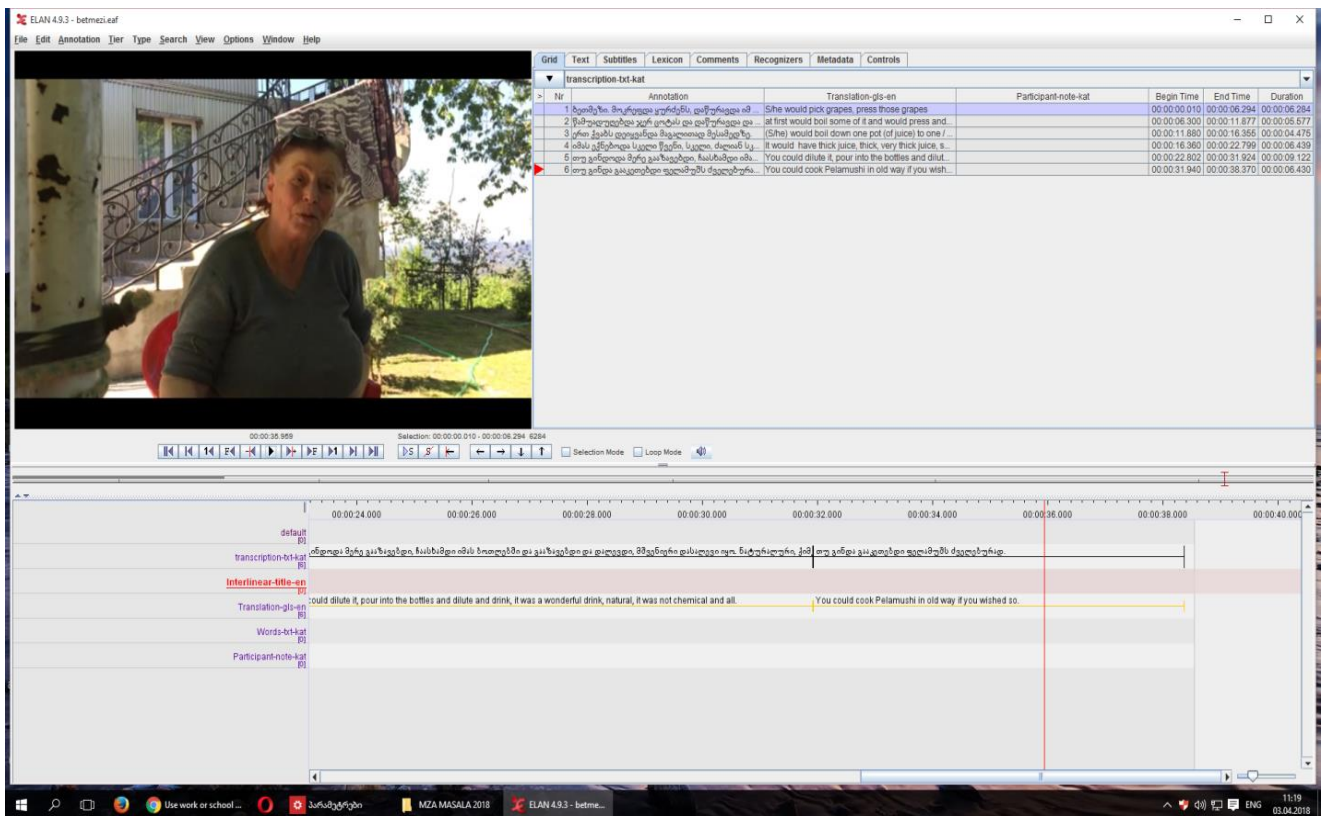
BSU, which carried out multiple dialectological and linguoculturological expeditions in Georgia, Turkey, Azerbaijan, Iran. Most of the resources are currently neglected and/or kept in private collections. They are inaccessible for usage.

Having determined the problem, the scientific team working on the digital archive decided to develop technical infrastructure, to digitalize and archive the valuable records collected by the Georgian researchers in the past century. Nonetheless, the project envisages to also collect new resources. For that purpose, the project team decided to apply international standards of the **documentary linguistic methodology** (Gippert, Himmelmann, Mosel, 2006).

To achieve their goals, our scientific team created a technological framework of the

standards, e.g. Dublin Core Metadata Initiative (DCMI), Open Archives Initiative (OAI) and Open Language Archives Community (OLAC).

Our team of scholars used the advanced software: International Standard for Language Engineering (ISLE)¹, Text Encoding Initiative (TEI)², The ISLE Meta Data Initiative (IMDI)³, ELAN⁴. The project team mainly use TLA (<https://corpus1.mpi.nl/ds/asv/>) and DOBES (<http://dobes.mpi.nl/dobes-programme/>).



¹ <http://www.mpi.nl/ISLE/>

² <http://www.tei-c.org/index.xml>

³ <https://tla.mpi.nl/imdi-metadata/>

⁴ <https://tla.mpi.nl/tools/tla-tools/elan/>

The **BaLDAR** consists of 4 types of resources:

A type resources: archived audio and video resources (MP3 and AVI format)

B type resources: archived audio and video resources with transcribed text (in ELAN);

C type resources: digitally documented and archived video resources with multimedia annotation – transcribed, glossed and structured interlineally (in FLEX);

D type resources: digitally documented and archived video resources with multimedia annotation and English translation.

3. The Primary Documentation of the Linguoculturological Archive Resources

The goal of the **BaLDAR** is to collect interdisciplinary resources, to digitize, and archive them. The collected content will consist of various themes. The wide range of the resources will be described by the unification standard Dublin Core Metadata Initiative (**DCMI**), structured into two levels: the Simple Level consisting of 15 elements and the Competent Level will have additional 3 elements: 1. Title, 2. Creator, 3. Subject, 4. Description, 5. Publisher, 6. Contributor, 7. Date, 8. Type, 9. Format, 10. Identifier, 11. Source, 12. Language, 13. Relation, 14. Coverage, 15. Rights. The three additional metadata included in the Dublin Core

Metadata Initiative (**DCMI**) Competent elements are Audience, Provenance, Rights Holder⁵.

The most important element of the documenting process is providing unique identifier (ID) to the resource. We have elaborated the following method of the ID generation: “year+5 digit number”, e.g. 2017-00001, 2017-00002 etc. It shall be mentioned that one and the same unique identifier will be automatically re-generated when processing the content in the ELAN format. As a result, several files with the same names will be generated in various extensions, e.g. 2017-00001.eaf; 2017-00001.pfsx; 2017-00001.etf etc.

The archived open-source input is intended for the interdisciplinary usage. The digital archives, ensuring interoperability, is a valuable academic source for the linguists, ethnologists, historians, conflictologists, literary theorists, ethnolinguists, sociolinguists etc.

One of the priorities of the digital archives is the verification of the sources. We configured verification at the earliest stage of work, simultaneously with the process of accounting, selection and registration of the video content.

⁵ <http://dublincore.org/>

The digitizing process started with the video recordings by Prof. Shushana Putkaradze in 1989-1992. Regrettably, major part of the video files on 3 magnetic tapes had been damaged. The part that we have managed to save turned out important from the

verification purposes. For instance, one of the tape recordings proved to be a song by Mevlud Ghaghanidze, a popular teller and singer, who was recorded on May 28, 1988 by Ismail Kara (Shavishvili).

Georgian Text	English translation
ოოო, ერთი ლექსიც ამოვწეროთ მაღალ ხალხი ზეგნიდანა,	OOO, let's write out high people from Zegani
დაწვილი ვარ შიგნიდანა, არ მეტყვება გარედანა, დააა,	I'm burnt from inside, with no trace outside, and,
დაწვილი ვარ შიგნიდანა, არ მეტყვება გარედანა,	I'm burnt from inside, with no trace outside,
დოქტორები ვერ მარჩენენ ვერაფერი წამლიდანა, დააა,	Doctors cannot heal me with their medicines, and,
დოქტორები ვერ მარჩენენ ვერაფერი წამლიდანა,	Doctors cannot heal me with their medicines,
შემშალა და გადამრია, გამომიყვანა ჭკვიდანა, დააა,	It drove me crazy, it turned me mad, and blurred my mind, and.
შემშალა და გადამრია, გამომიყვანა ჭკვიდანა,	It drove me crazy, it turned me mad, and blurred my mind.
სილამაზეს მე თუ მკითხავ, ვერ მიგახდენ ვეფრიდანა, დააა,	If you ask me about the beauty, I won't be able to explain, and,
სილამაზეს მე თუ მკითხავ, ვერ მიგახდენ ვეფრიდანა,	If you ask me about the beauty, I won't be able to explain.
შავი ლამაზი თვალ-წარბი მიცემულია ღმერთიდანა, დააა,	Black beautiful eyes and brows are gifts from the God, and.
შავი ლამაზი თვალ-წარბი მიცემულია	Black beautiful eyes and brows are gifts from the God,

ღმერთიდანა,	
ქალღმერთი თეთრი შუბლი მინათლევს წინედანა, დააა,	Forehead white like paper, shines from the front, and.
ქალღმერთი თეთრი შუბლი მინათლევს წინამდანა,	Forehead white like paper, shines from the front,
გადაშლილი თეთრი ლოყა მე მგონია ვარდიდანა, დააა,	White cheeks, open as a rose, and,
გადაშლილი თეთრი ლოყა მე მგონია ვარდიდანა,	White cheeks, open as a rose,
რალათ მინდა ეს ქუეყანა, ერთ ვაკოცებდე ზედანა, დააა,	If I kiss her, I'll won't wish this world, and.
რალათ მინდა ეს ქუეყანა, ერთ ვაკოცებდე ზედანა,	If I kiss her, I'll won't wish this world
იმას ქუედან თეთრი ყია, როგორც ჯენნეთის ქებაბი, დააა,	There the white throat, as a Jennet's kebab
იმას ქუედან თეთრი ყია, როგორც ჯენნეთის ქებაბი,	There the white throat, as a Jennet's kebab
გედევვარე ამ ბუზგებში, გენაცვალე ძუძუებში, დააა,	Walked over the bushes, caressing your breasts, and
საყვარელ, შენი თვალები იცოდე, შეგებრალები,	Beloved your eyes, you know, you'll pity me
როდს იქნება მეც არ ვიცი თავქვეშ დიგიწყო კლავები, დააა,	When it happens, I don't know, to out my arms under your head, and,
საყვარელო შენ და მეო, შენ დღე გიყვარს მე ღამეო,	Beloved you and me, you love a day and I love a night, and.
საყვარელო შენ და მეო, შენ დღე გიყვარს მე ღამეო, დააა,	Beloved you and me, you love a day and I love a night, and.

მასკვლავი ვარ გავერებო, შექენიც ვარ გავდნებო,	I'm a star and I'll disappear, I'm sugar and I'll melt,
ლამაზ გოგოს რომ დევნახავ, კდარიც ვიყვე ავდგებო, დააა,	When I see a beautiful gal, I'll get up even if dead, and,
რა ჩეთინია გულის სევდა, რა ჩეთინია გულის სევდა,	What a heartfelt sadness
რა ჩეთინია გულის სევდა, რა ჩეთინია გულის სევდა,	What a heartfelt sadness
ვინცხას რომ არ უწევნია, იმას გონია ფქვილის გუდა, დააა.	Someone who does not have anyone laid, s/he / assumes a sack of flour, and.

These resources were first published in 1993 by Sh. Putkaradze in her volume “Chveneburebis Q’artuli” (Georgian, as spoken by Muhajirs in Turkey). Notably, the comparative analysis of Prof. Sh. Putkaradze’s publication and the source which we have digitized revealed difference between them (comp.: Putkaradze 1993:280-281). The fact points out, that Prof. Putkaradze recorded the singer herself and did not use the recording by I. Kara (Shavishvili).

The video recordings preserved the same song by the same singer, Mevlud Ghaghanidze, which could be used for the text verification. The most remarkable about the digital archiving is that the video sources preserve not only the text, but also the visualisation and voice. They are interesting from the ethnomusicological point of view.

Hence the archived file is a truly multidisciplinary research object.

4. Thematic Description of the Resources Collected throughout the Project Implementation

The goal of the project is documenting and archiving of the folklore in the Adjara region, to create software and services for the scholars and to enhance the scholarly research in linguoculturology with the applicable digital resources and methods.

The region is characterized with specific features which makes it unique in Georgia and in the Caucasus. It is distinguished with its historical past: it was an object of political bargains for the past five centuries, and the area of the changing political borders. The past has left its reflections on the region, Adjara is distinguished for the multi ethnicity,

multilinguality and multiple confessions (Shashikadze & Makharadze, 2017, 5-25).

The collected content, consisting of the earlier recorded resources and the resources obtained within the project framework are distinguished for their wide range, their topics and genres vary. The content shows peculiarities of the agrarian lifestyle, domestic farming (silk worm breeding, growing vegetables, etc.), local traditions (wedding, burial and wake, boating, hospitality, cuisine, e.g. pies baked in the ashes of the fireplace, maze-bread baked on the clay pans (k'etsi), b'etmezi, l'ech'eri, the so called knitted cheese, already renowned worldwide as ch'echil etc.)

The religious beliefs, cultural and historical memory (the Muhajirs, the villages divided into two political entities, etc. consequently, the archived documents are rich and important for the interdisciplinary research purposes. The recorded files revitalize the historical memory. Several topics are suggested below as evidence of the scope and range of the archived content.

A) Becoming Muhajirs

Research of the ethnic identities is especially interesting in Adjara and in the adjacent regions, as proved by the case study of Muhajirs. In the second half of XVIII part of Georgia was subdued to the Ottoman

Empire. Naturally, the Turks strived to introduce Islam and oppress the national self-identification. Their invasive approach to the Christianity, national language and customs clashed with the Russian rule, established later. Many were victims of the clashes between two empires: Russian and Turkish. In search of their freedom and identity, many left Adjara as Muhajirs. That tragedy is remembered by the successors, who still live in Turkey. However, it is also remembered by the local population living nearby the border with Turkey. The history of that cultural transmission is still remembered, it's narrated from generation to generation:

“The agitation was mind-blowing, the Turks used to frighten us, saying Russians were coming to attack, suggesting us to escape the Russian bloodshed. And you know, they believed it was true and so they fled” (Suliko Khakhutaishvili, Chakhati).

The interviews have also preserved the information about the return of the Muhajirs: *“My great grandfather went as a Muhajir during the first great wave of Muhajirs' migration⁶, and when he went there he did not like the land plot which they gave to him; so they came back here”* (Suliko Khakhutaishvili, Chakhati).

⁶ Historical date(s) of the first great shift of Muhajirs were 1879-1881.

B) Political Split of the Adjarian Villages in Between the Two Empires

The cornerstone of historical memory of Adjarians is the distortion of the territorial integrity and the painful split of the region between Turkey and Russia. The split involved the villages, which were wired in the middle, and the families found themselves split into two halves. Regretfully, most found their relatives and kinsman beyond the new borders. That experience is still bitterly suffered by the locals of the village of Maradidi:

“Later this village was split in between. The revolution almost devastated Georgia, The Russian government (the teller means the Czarist Empire) freed the region and the revolution (the teller means the Soviet Government) gave it back to Turkey. ...When the Soviet rule was established in Adjara, in twenty one (1921), Kirnati was still in the hands of Turks. Here you see the depopulated areas. That was the borderline territory and Kirnati belonged to Turkey. Maradidi was announced a neutral zone. People living in those villages in the neutral zone, had an option to choose between Turkey and Georgia. There were many Begs there, who did not choose to live under the Soviet rule. Otherwise, if not for them, the village would not be split into two political entities. That upper Maradidi, which was the centre, now is

within Turkey. They (he means Turks) ruled it. They were masters there. They ruled that area” (Sandro Mutidze).

C) Repressions

The population of Adjara has kept the history in their memory, including the migration process, carried out by Stalin during the WWII. As our informants point out, many families suffered from those purges. Guliko Buqidze, one of the informants, speaks about it: *“We were sat on the train (she uses the borrowed word from Russian: Eshalon) and our kids caught cold, as it was too cold all the way to the final destination. The kids also suffered from typhus. We had no meals, nothing. My kids slept on someone’s casseroles and other stuff..” All her five kids died during that trip, four girls and one boy...9, 8, 6, 5 and a one year old boy”.*

D) Religion

From the religious point of view, Adjara is a region worth to study. Adjarians, who confessed Christianity, adopted Islam during the four centuries under the Turkish rule. However, Christian religion did not lose its significance altogether. In parallel with Islam, the population still nurtured secretly Christian beliefs. Since 90ies, after Georgia regained independence, Georgian Church carried out its policies, especially in the territories closer to

the political borders and in the non-Christian settlements. Muslim Adjarians started adopting Christianity.

However, the family histories reflect cohabitation of Christian habits with the Muslim traditions are striking. One of the ex-Muslims, who recently baptized into Christian, a clergyman who wears surplice, Tornike Dumbadze, born in Batumi, said that he had been brought up in a Muslim family. In his interview he mentioned that despite their confession, they nurtured Christianity and kept its spirit: *“The family members would confess Islam but each of my family members kept a handful of Christ in their hearts”*.

The respondent makes clear that the Muslim fast was a mere formality for him. He kept the Muslim fast to please his family. He was actually deceiving everyone: *“Each year, our family used to keep the Ramadan fast. I pretended to keep it too... But under the midday sun I used to feel thirsty and then I would drink some water secretly, not to make them feel sad about it. In the evening, we would sit around the table and have the late night dinner”*.

Our respondent expressed gratitude towards the God and his predecessors, and parents: *“Each day, I thank God that I was brought up in the Muslim family but am now a Christian”*.

It is noteworthy, that our respondent's mother is Muslim, she keeps the Muslim fast and in parallel, she dyes the eggs on Good Friday. The question, why Tornike could not preach to his mother Christianity is still open. He tries to find the answer, reasoning with himself: *“I may be am not an exemplary Christian in her eyes”*.

There are number of families in Adjara, where the members confess both religions. Part of the elderly people have not baptized because they fear they will not be able to meet their Muslim parents and relatives in the other world. Though their family members are Christians, they still prefer to remain Muslims.

One of our respondents Guli Beridze says: *“I will not baptize into Christianity even if the earth turns over. My children will go to their Christian spouses and I will go back to my Muslim parents”*.

Some people baptized into Christians with the pragmatic purposes. They suffered from infertility and tried new religious beliefs for the good. Some tried Christianity to cure their children from various diseases: *“The Lord listened to their prayers and saved their children”*. Some were ill themselves and baptized for the reason; some had seen an inspiring vision in their dreams to turn to Christianity.

According to the collected resources, many Muslims apply limited Muslim customs,

e.g. just cooking of halva, and celebrating Bayram. They neither know Muslim prayers nor have ever read Koran.

Most of the Muslim parents have nothing against their children's adopting Christianity. This process is quite painless when there is no religious consistency in a family. We have revealed the cases of cohabitation of the Christian members of the family with the Khoja or Mullah members. There are two canons for praying in one and the same families. They keep religious items, icons, candles, frankincense etc.

As much as villages of lower Adjara are characterized with tolerance, the upper, mountainous Adjara is characterized by intolerance. They remember and continue to follow Muslim traditions. Moreover, in the Adjarian highlands, the religious markers are still markers of ethnic identity. Christianity equals to "**Georgianness**":

"When I came here, eight people were being baptized. My father-in-law's brother, uncle Begar. They used to say the meals prepared by a Georgian (i.e. Christian) were useless. They asked me to bake maze-bread. When I baked them before going to bed, they got cold. All is good, they would tell me, but the maze-bread is cold. Then, I would get up at three in the morning, would bake maze-bread in the clay pots. Then I would cook some meals. Some of them were ready. That

pasta. You had to cut pasta every day" (Speaker from village Kirnati).

Religious markers have been identified as the markers of the ethnic identity, which happened not only in Adjara, but also in Meskheti (South Georgia). In Georgia, the Muslim Meskhetians were perceived as **Turkish Meskhetians**. In this context, "**Turkish**" means "**Muslim**"; it does not stand for an ethnicity but for a religious identity. This refers to the fact that in determining ethnic identity in Georgia, religion plays a major role (Tandaschwili, 2018).

There is an interesting story of a Ukrainian woman, who got married in Adjara and who used to hide her true confession:

I used to pray in my own way. Secretly, I had a cross. I fastened it inside my dress, I hid it from them. I would then live for the city secretly, and would say I was going to the city, to the marketplace or a shop, and then would go to Church, to pray in my own manner, and if I took my kids, I would shop around quickly. We then would go there secretly, so stay unnoticed (Lida Nikolenko).

E) Traditions

The collected material draws interest as it can introduce traditions and customs of the Adjarian locals, e.g. wedding, bringing sweets on the twenty second day after the wedding by the bride's parents. The strongest evidence of

the communicative memory is the **Adjarian wedding**:

“The weddings were held in the following tradition: a girl and a boy did not have the right to meet each other in person. Only the parents of the future bride and groom could talk to each other and discuss the marriage. So was it done. Not like today, when a girl can meet and a boy or a boy can see a girl. They used to inquire about the roots of the future relatives. Who did they belong to, what kind of a person he was, those were the criteria for the decision-making, before bringing a new relative into the family. It was not like today, when everything is mixed-up. Before the wedding, they would bring it, what’s the name of it...gold, there were no watches back then, but just gold coins (one coin worth of five gold coins). They would bring a coin. We had it too, Khatije and I. Another of our coins got lost in Turkey. In the old times, they used to bring just a fabric for a dress and the wedding meals. What would they cook? They would cook meals, but there was no alcohol. The meals were cooked. Not everyone had a plate. Five or six men would eat from one plate. That would end and the music would start. They used to have good time and dance till the dawn. They would stay vigil overnight. A bride’s wedding would be during the daytime, and the groom’s wedding and merrymaking was at night (Khasan Cherkezishvili).

Some of the Muslim customs, **bigamy** for instance, was unacceptable for the Georgian mentality. Father of one of the respondents had two daughters, and to have a hair, who would continue the ancestry, his aunts, brother and even brother of his wife advised him to marry for the second time. His daughter speaks:

“I was in the seventh grade. My sister in the eighth grade. And we were very concerned. We hated the idea. It coincided with the 12 day holidays...We did not want the kids to laugh at us...or bully us. It was not habitual by then”.

The collected texts reflect clash of the cultures and even their conflicts. That produced deep psychological and trauma and moral devastation, which especially affected females and the children brought up in such families. The first wife would suffer and still bear it in order not to lose the family breadwinner. She would her eyes out, but would ask children not to upset their father. She would bring up the children born from the second marriage of his husband.

The man, who would marry for the second time, used to bring the earned money to the senior wife, and showed more respect towards her. *“When we would sit together, he would offer Mom the best dishes on the table. I could see it myself”*, his daughter says.

The society was critical towards such facts. And as the respondent G. Buqidze tells us, *“All used to be done in order to continue the family line. But my half-brother has not married to the present day. Now, is not it a sin. Neither of my parents could see the family line continuing. While we, the children suffered. As they say, the family did not benefit of it. It was unacceptable anyways”*.

That tradition was also unacceptable in the Georgian reality, as reflected in the following narrative:

“I was with my mother, and he ... with his other wife. If he would come to us, it would upset my Mom and she would become angry. My dad had told her, that he would also live with her, but he did not. And that woman also did not let him to”.

The Soviet period and the imposed restrictions are also worth studying, as they were related to the religious confessions:

“They were not clear enough to read. It was not like today, when they can read on the graves. During the last times, Khoja would read it at home. It was forbidden by the Security Services to read it outside. They used to forbid going to the Bayrams. My dad was made to get off the bus several times. On Fridays the elderly people would go to pray. They were recorded. He had recordings from the Security Services. He would sit by the people, put his “diplomat case” down. There

was one guy from the Adjaristskali commandant’s office, called a specific department (the teller uses Russian words: A’sobi At’del) of the Security Service. He would bring that case to Kirnati (a name of the village). We were sitting and, he would put down his case, he was a nice guy. We would ask him to put aside that case. We knew he was recording our speech. They would not arrest you for that, but they used to record the speeches against the government. When they would need it, they would use it against you. Aftermath, when it changed, the Communism, they would not restrict praying or the other stuff, all we are free in our actions. Just believe in what you believe (Cherkezishvili).

5) Georgian Dialect Translation

Methodology (GDTM)

The **Batumi Linguocultural Digital Archive** contains Adjarian dialects and colloquial units of language translated into the standard English. Adjarian dialects and colloquial Adjarian represent a set of the spoken varieties of the Georgian language. They are influenced by the Turkish, due to the geopolitical influences over the five centuries.

We noticed that the Adjarian speech patterns pivot on the Georgian syntactic structures. We observed that they tend to apply various dialectal borrowings from the

Ottoman Turkish, which, in its own right, contains Iranian (Persian), and Arabic.

Some examples collected from the **Batumi Linguocultural Digital Archive** are presented in the paper.

The pivotal argument for the Georgian Dialect Translation Methodology (GDTM) was the argument, that **Batumi Linguocultural Digital Archive** is a source of the cross-cultural validation of the Georgian and its dialects.

The GDTM as adopted for the translation of the stratified language, i.e. dialect, which in this specific case is mixture of Turkish, Persian, and Arabic, however, it can be extended as a general approach to translation of other Georgian dialects for the documenting and archiving purposes.

We followed the international experience of using general English for the translation purposes, recommended to translate dialects especially for the language documenting.

The following guidelines and methods for translation have been established:

a) The **BaLDAR** resources are part of the global language space, and the collections shall be accessible for non-speakers of 1. Georgian; 2. Georgian dialects;

b) The translated patterns shall retain the cultural and historical flavour of the dialect wherever possible, i.e. if the modern Georgian can linguistically allow;

c) A dialect borrowing shall not occur in translation from the colloquial speech into the standard Georgian and then into the standard English;

d) The translation for the **BaLDAR**, and in general for the archived electronic texts, shall support building of the unified translation system;

e) The texts may use glosses / isoglosses, which will be added at for the later stage of work.

Currently, the translations are proper reflections of the characteristic speech patterns stored in the **BaLDAR**. We hope the translation can help international researchers in their synchronic and diachronic analysis of the Adjarian speech patterns preserved now in the e-archives. However, the urgency of their collection is due to the great risk of their disappearing and aging of the vernaculars.

Conclusion

The **Batumi Linguocultural Digital Archive** - composed of the open source multidisciplinary reliable collections - has a potential for long-term access, research and development. The Digital Archive is an opportunity for the Georgian scientific resources for their integration into the internationally exchangeable scholarly resources.

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Links:

- Dublin Core Metadata Initiative (**DCMI**) (<http://dublincore.org>)
- Open Archives Initiative (**OAI**), (<http://www.openarchives.org>)
- Open Language Archives Community (**OLAC**) (<http://www.language-archives.org>)
- International Standard for Language Engineering - ISLE (<http://www.mpi.nl/ISLE/>)
- Text Encoding Initiative - TEI (<http://www.tei-c.org/index.xml>)
- The ISLE Meta Data Initiative -IMDI (<https://tla.mpi.nl/imdi-metadata/>)
- ELAN (<https://tla.mpi.nl/tools/tla-tools/elan/>)
- DOBES (<http://dobes.mpi.nl/dobesprogramme/>)

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On the Reinterpretation of the Terms Denoting Evidential Tenses in the Kartvelian Languages

Abstract

In the Kartvelian (South Caucasian) languages Georgian, Megrelian, Laz and Svan, the tenses of Evidentiality are being attested, out of which a part is found in all four languages, whereas the second part was developed only in the non-written languages - Megrelian, Laz and Svan. In the Linguistic literature, these tenses are referred to by different terms depending on the criterion which the scholar gives preference - morphology or semantics.

The article analyses the confirmed verbal forms of Evidentiality which are common for all four Kartvelian languages, as well as those found in the non-written languages - Megrelian, Laz and Svan; the traditional forms of Evidentiality are being displayed and an approximately accurate naming is being provided. The image of the terminological reinterpretation of the evidential verb forms is clearly reflected by means of a special table; namely, the terminological diversity of each Kartvelian language is solved through using common terms for all Kartvelian languages. Such an approach eases the translation of the evidential verb forms into foreign languages.

Key words: *Tenses, Screeves, Evidential Perfect, Evidential Imperfect*

Introduction

The term „Kartvelian languages“ has been introduced by Austrian scholar Hugo Schuchardt. This term denotes related languages – Georgian, Megrelian, Laz and Svan. The Kartvelian languages listed in the given paper are also known in the European and American scientific literatures as South Caucasian languages.

Out of the Kartvelian languages, only Georgian has alphabetic writing system and a literary tradition which counts sixteen centuries; therefore, Georgian has always been the language of religion and education for other Kartvelian peoples¹.

¹ Georgian, Megrelian and Svan are widespread on the territory of Georgia. As for the speakers of the Laz language, their compact population inhabits one village of Georgia (Sarpi); some Laz families also live in other villages of Georgia - Gonio, Kvartiati and Anaklia. A big part of Laz

population lives in Turkey. As we have already mentioned, literary Georgian has always been the language of religious rituals and education for other Kartvelian peoples. Other Kartvelian languages – Megrelian, Laz and Svan are non-written languages.

The Issue under analysis

Evidentiality is a universal category. It is widespread in numerous languages, although the linguistic means of its expression differ even in related languages. From the viewpoint of related languages and, in general, language typology, research of universal categories gains utmost significance.

It is well known that the literary language is conservative, whereas non-written languages are based on spontaneous oral speech and, unlike the literary language, have more freedom regarding the development of forms expressing grammatical categories. In the Kartvelian languages, the category of evidentiality is developed both lexically and grammatically (morphologically, syntactically). The axis of the grammatical expression of evidentiality is the verb. Some evidential verb forms are found in all the four Kartvelian languages and they have the same morphological structure. Separate evidential forms can be found only in non-written Kartvelian languages – Megrelian, Laz and Svan.

The Problem

Evidential forms found in all the four Kartvelian languages, as well as the evidential forms that are different from those in the literary Georgian i.e. the evidential forms found in non-written languages – Laz, Svan and Megrelian, are denoted by diverse terms in the Georgian scientific literature. The reason for this is that various scholars attach priority to various criteria – morphological formation or semantics. As a result, there is a diversity of terms denoting evidential forms in the Kartvelian languages. This diversity is more or less clear for Georgian scholars. However, it frequently leads to confusion of terms when translating the linguistic literature into European languages. The complexity of translation of the terms is not only caused by their diversity, but also by the absence of the adequate correlates of the Georgian terms in the European languages:

One of the most prominent examples of the above-mentioned is the Georgian term *მწკრივი* (*mçkrivi*), introduced by Georgian academician Akaki Shanidze to denote the verb forms differing in tense and mood (Shanidze, 1980, p. 215). In the European languages its adequate correlate is not found, whereas a similar term “tense” refers only to the time of action. In order to denote the Georgian term *მწკრივი*

‘*mçkrivi*’ – (*row*), Howard Aronson uses the term *screeve* as the English version of the Georgian term (Aronson, 1990, p.41). However, without explanation, this term seems vague to English readers. In the Kartvelian languages screeve is a complex category of the verb, denoting various semantic nuances. Various forms of screeves are used to express the evidential content. Above, when we discussed **the terms denoting evidential forms, we implied the terminological diversity of evidential screeves and the related difficulties of translation.**

Goal

The given paper has been prepared within the project “The Category of Evidentiality in the Kartvelian Languages” (#217300) financed by Rustaveli National Scientific Foundation. Its aim is to **reinterpret the terms denoting evidential tenses**, namely, by sticking to the principles of uniformity.

Analysis of the issue

The category of evidentiality expresses the subjective attitude of the speaker to the context, i.e. whether the information is directly perceived by the speaker (or is equal to direct perception) and is therefore ideally reliable, or, whether the information has been

obtained from some other source. Evidentiality may be expressed by morphological, syntactic and lexical means. All the three are found in the Kartvelian languages. However, the given paper focuses on **the morphological expression of evidentiality**, which, as we have already mentioned, is achieved by means of the **verb**.

In all the four Kartvelian languages, evidential verb forms, screeves are termed as Evidential I and Evidential II. It should be mentioned that the initial function of these screeves was to denote result. Later, on the synchronic level, they developed evidentiality, the traces of which can be found in Old Georgian. The initial function – denoting result – was weakened on the synchronic level. Taking into account the initial and current functions, these screeves are termed both as Resultative and Evidential. However, on the synchronic level, their main function is evidentiality (in detail see: Shanidze, 1980; Sarjveladze & Ninua, 1985; Pkhakadze, 1984; Beridze, 2009; Topadze, 2011). Therefore, the term denoting the above-mentioned screeves, should be based on ***Evidentiality***. There are other several kinds of evidential verb forms in the Kartvelian languages. It is necessary to differentiate their names and make corresponding terms more precise.

Evidential Perfect

As we have mentioned, Evidential I and Evidential II combined the functions of result and evidentiality on different stages of development of the literary Georgian language (from diachrony to synchrony). The permanent characteristic feature of these forms is **Perfect tense**. According to scientific literature, “the development of the model of unseen action or state on the basis of perfect verb forms can be witnessed in languages of various groups, therefore, it can be considered as universal and logical” (Arabuli, 1984, 139-149; see also Bybee, 1994 and Kozinceva, 2007).

In all the Kartvelian languages perfect verb forms are obtained from the reinterpretation (inversion) of ancient forms – stative verbs (Shanidze, 1980):

Georgian:

(1) Stat. Present: *წიწეროს uçeria* – ‘it is written for him/her’;

(2) Evidential I: *წიწეროს uçeria* – ‘it has turned out that he/she has written it’;

(3) Stat. Aorist: *წიწერა eçera* – ‘it was written for him/her’;

(4) Evidential II: *წიწერა eçera* – ‘it turned out that he/she had written it’.

Megrelian:

(5) Stat. Present: *უჭარუ(ბ) uçaru(n)* – ‘it is written for him/her’;

(6) Evidential I: *უჭარუ(ბ) uçaru(n)* – ‘it has turned out that he/she has written it’;

(7) Stat. aorist: *უჭარუდუ uçarudu* – ‘It was written for him/her’;

(8) Evidential II: *უჭარუდუ uçarudu* – ‘It turned out that he/she had written it’.

Laz:

(9) Stat. Present: *უჭა(რ)უნ uça(r)un* – ‘it is written for him/her’;

(10) Evidential I: *უჭა(რ)უნ uça(r)un* – ‘it has turned out that he/she has written it’;

(11) Stat. aorist: *უჭა(რ)უტუ uça(r)uṭu* – ‘It was written for him/her’;

(12) Evidential II: *უჭა(რ)უტუ uça(r)uṭu* – ‘It turned out that he/she had written it’.

As for the Svan, albeit with slight changes, perfect verb forms are obtained in the same way; namely, the form of a stative verb does not express the semantics of the unseen, its function is to denote experience; however, by substitution of version prefix and adding suffix *-გენ* ‘-en’, it becomes only evidential:

(13) Stat. Present: *ხოირა xoira* – ‘it is written for him/her’;

(14) Evidential I: *ხ-ო-ირ-ა x-o-ir-a* – ‘it has turned out that he/she has written it’ (**Result+experience**);

ხ-ა-ირ-ენ-ა x-a-ir-en-a – ‘it has

turned out that he/she has written it'
(Evidential);

(15) Stat. Aorist: *ბოორსხ xoiran* – 'it was written for him/her';

(16) Evidential II: *ბ-ს-ორ-ჰხ x-a-ir-ān* – 'it turned out that he/she had written it' = 'he/she wrote it at least once'

(Result+experience); *ბ-ს-ორ-გხ-ჰხ x-a-ir-en-ān* – 'it turned out that he/she had written it – **(Evidential).**

There are some other terms for Evidential I and Evidential II in the Svan Language such as: Resultative I or past complete and resultative II and past perfect (Topuria, 1967).

Taking into account all the above-mentioned, we argue that, based on the main function of expressing unseen actions, on the synchronic level, Evidential I and Evidential II should be termed as **Evidential Perfect I** and **Evidential Perfect II**.

Evidential Perfect in Svan and Laz Languages

Among the Kartvelian languages, additional **evidential perfect screeves are found in Svan and Laz**.

The traditional terms denoting these tenses in the Svan language are: Conditional-Resultative I and

Conditional-Resultative II;

The origin of these screeves is similar to that of evidential perfect verbs in other Kartvelian languages. These forms are interpreted and inverted forms of incomplete future and incomplete conditional forms of stative verbs:

(17) Stative passive: *ბგორო xeiri* 'it will be written for him/her' > dynamic active: *ბგორო xeiri* 'he/she has probably written it' (cf: *ბოორს xoirā* 'it has turned out that he/she has written it');

(18) Stative passive: *ბგორღლ xeiorl* 'it would be written for him/her' > dynamic active: *ბგორღლ xeiorl*

'he/she had probably written it' (cf. *ბოორსხ xoiran* 'it turned out that he/she had written it').

The evidential screeves characteristic solely of the Laz language are termed as **non-inversive**

evidential screeves. According to the opinions of scholars, perfect evidential screeves are formed analytically: the aorist form of the main verb is added by auxiliary verb, which is different in various dialects; according to prof. G. Kartoziā, these screeves should pertain to the II series and they should be termed as: **Former Aorist Evidential I, Former Aorist Evidential II** (Kartoziā 2005, 96, 102-103). According to another opinion, it is

necessary to distinguish separate series IV to denote these screeves in the Laz language, whereas the screeves should be termed as: **Evidential III and Evidential IV** (Kiria et al. 2015,574-576).

Laz - Vitsian-Arkabian, Atinian-Artashenian dialects: (19) ჭარუ-დორენ /*čaru-doren*

to write.AOR-CLTC:be.PRS.S3.SG

უწერია/დაუწერია ‘it turned out that he/she had been writing it’

(20) ჭარუ-დორტუნ /*čaru-dortun*

to write.AOR-CLTC:be.IMP.S3.SG

ეწერა / დაეწერა ‘it turned out that he/she had written it’

Laz – Khofian-Chkhalian dialects:

(21) ჭარ-ელ+ერენ /*čar-el+eren*

to write.AOR-CLTC:be.PRS.S3.SG

უწერია/დაუწერია ‘it turned out that he/she had been writing it’

(22) ჭარ-ელ+ერეტუ /*čar-el+eretu*

to write.AOR-CLTC:be.IPM.S3.SG

ეწერა / დაეწერა ‘it turned out that he/she had written it’

The perfect evidential tenses found in the Svan and Laz languages should be termed **Evidential**

Perfect III and Evidential Perfect IV. Evidential Imperfect

It is widely known, and it has also

been proved by the material analyzed in this paper, that perfect tenses traditionally develop the semantics of unseen actions. However, opposite evidential forms are rarely developed from neutral imperfect forms. It should be noted that **Evidential Imperfect Forms** are found in non-written Kartvelian languages, namely, *in the Svan language*

There are evidential screeves with present tense stems, termed Evidential I and Evidential II (Topuria, 1967, 130) these are not perfect Evidential I and Evidential II, discussed above and characteristic of all the four the Kartvelian languages; The homonymy of terms in the scientific literature underlines the importance of **precision of terms** and bringing more clarity into the names of grammatical forms.

In the Svan language, **Imperfect Evidential I** is formed by adding suffixes **-უნ** ‘-un’ and **-ა**

-‘a’ to the locative version of present tense form, although, depending on the context, the version may be objective as well:

(23) Evidential I: ბ-ჰ-ორ-უნ-ა *x-ä-ir-un-a*

Ind.O3-SPRS-to write-EVDM-PM

‘it turned out that he/she was writing above something / it turned out that

he/she was writing it for him/her’;

In the first and second person, Imperfect Evidential II is formed by means of an auxiliary verb, whereas in the third person the auxiliary verb may be omitted:

(24) ლგ+მ+ოდრ-ჸნ ლ+m+ijr-ün

to write-EVDM

‘it turned out that he/she had been writing to him/her it’.

Despite the difference in the structure of the screeves under analysis, they have a common present stem.

There are other names for these screeves in Svan, namely evidential III and evidential IV (Oniani, 1998; Chumburidze, Nijaradzse & Kurdadze, 2007).

In Megrelian:

There are two groups of present-stem screeves opposed by seen and unseen actions (Rogava, 1953, 30; Kobalava, 2001, 133-134):

(25) Present: ჳარუნს *čaruns* ‘he/she is writing it’ – Evidential III ნოჳარუე(ნ) *nočarue(n)* ‘it has turned out that he/she is writing it’:

ჳარ-უნ-ს *čar-un-s* ნო-ჳარუ-ე-(ნ) *no-čaru-e-(n)*

to write-THM-PRS.S3.SG EVDM>-
to write-<EVDM-(PRS.S3.SG)

(26) Imperfect: ჳარუნდოუ *čarundu* ‘he/she was writing it’ – Evidential IV ნოჳარუედოუ *nočaruedu* ‘it turned out that he/she had been writing it’:

ჳარ-უნ-დ-ო-უ *čar-un-d-u* – ნო-ჳარუ-ე-დ-ო-უ *no-čaru-e-d-u*

to write-THM-EXTM-IMP.S3.SG –
EVDM>-to write-<EVDM-EXTM-IMP.S3.SG

According to Prof. Kobalava, it is not necessary to distinguish separate IV series for the Megrelian forms. Therefore, taking into account the basic stem, these screeves should be viewed as screeves of the I series and be termed as **Present Evidential** and **Past Imperfect Evidential** (Kobalava, 2001,132).

In Laz:

As we have already mentioned, the common name of screeves differing from the common Kartvelian ones is **Non-Inversive Evidential Tenses**. Imperfect evidential forms are based on the imperfect screeves stems, and their formation in the Laz language differs by dialects (Kartozia 2005,102-103); The name of the screeve itself is Former Past Incomplete Evidential: Laz - Vitsian-Arkabian and Atinian-Artashenian dialects:

(27) ჳარუპტუ-დორენ *čaruptu-doren* ‘it turned out that he/she had been

writing it'; ჭარ-უბ-ტ-უ-დორენ *čar-up-t-u-doren*

to write-THM-EXTM-IMP.S3.SG-CLTC:be.PRS.S3.SG Laz – Khofian-Chkhalian dialects:

(28) ჭარუბტ-ერენ *čarup-t-eren* 'it turned out that he/she had been writing'

ჭარ-უბ-ტ-Ø-ერენ *čar-up-t-Ø-eren*
to write-THM-EXTM-IMP.S3.SG-

CLTC:be.PRS.S3.SG

As all the above-mentioned evidential forms of Svan, Megrelian and Laz languages denote imperfect actions, they may be termed as **Evidential Imperfect I** and **Evidential Imperfect II**.

The table below represents a comparison of current and new terms (proposed by us) denoting evidential screeves in the Kartvelian languages:

#	Terms denoting evidential tenses		GEO	MEGR	LAZ	SVAN
1	New term	EVIDENTIAL PERFECT I	√	√	√	√
	Old term	Evidential I – for all Kartvelian languages; in addition for Svan:				
2	New term	EVIDENTIAL PERFECT II	√	√	√	√
	Old term	Evidential II – for all Kartvelian languages; in addition for Svan:				
3	New term	EVIDENTIAL PERFECT III	-	-	√	√
	Old term	Conditional-Resultative I – for Svan; Former Aorist				
4	New term	EVIDENTIAL PERFECT IV	-	-	√	√
	Old term	Conditional-Resultative II – for Svan; Former				
5	New term	EVIDENTIAL IMPERFECT I	-	√	-	√
	Old term	Evidential III, Present Evidential – for Megrelian; Evidential I, Evidential III – for				
6	New term	EVIDENTIAL IMPERFECT II	-	√	√	√
	Old term	Evidential IV, Past Imperfect Evidential – for Megrelian; Former Past Incomplete Evidential – for Laz; Evidential II, Evidential IV – for Svan				

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