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DIMTEGU

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Some Prerequisites of International Education Project

ABSTRACT

International educational projects play a key role in creating the rightful architecture of modern society. A central point in this process is the enquiry to identify and elicit most urgent problems in national educational systems in the world. The concerned part of society builds up shortcomings of the actual system through educational structures.

Therefore, while identifying the problem it is necessary to analyse the influences of the system on the target groups. The gap in an educational system cannot be invented; it can be solely recognized through the contact with the impacted part of society.

The central concern of an educational project must be the identification and solution of the problems. The problems can be caused by certain social, political and ethnological situations in certain societies.

1. Multilingualism as way of life

Education in most countries of the world takes place in plurilingual environment. It does not mean necessarily, that the governments in such of countries recognise the multilingualism as the relevant field of work. The reason of the political

ignorance of multilingualism is often the hierarchy within the languages regarding their status. A multilingualism contains the social relations triggered by be or trilingual peoples. As a rule, they master the mother tongue as well as the official language of state. Additionally, they

articulate one language of adjoining countries. The status of those languages are not same and are defined by different social needs. The use of the mother tongue is limited by home relationships, whereas the language of constitution is necessary for official practices and it is the language of instruction, hence very important for the education. Many societies treat the home language as private problem and often suppress it from actual social agenda.

The first crucial prerequisite of the initiation of international multilingual educational projects is the generating of the strong awareness regarding multilingualism and the relevancy of the multilingual education.

The successful stories and productive practices in context of multilingualism should be promoted. There is a lot of persuading to do in the ground phase project initiation. The main goal of work should be the establishment of the perspective, that the

multilingualism is more a way of life than a problem to be solved.

The linguistic diversity represents a trigger of cultural pluralism. In the 21st century the multicultural co-work generates the social wealth and prosperity. The social and political agreement regarding that point in many countries makes the initiation and implementation of international education projects simpler and more effective.

2. The plan of the adaptation.

The challenge is for education systems to adapt to these complex realities and provide a quality education which takes into consideration learners' needs, whilst balancing these at the same time with social, cultural and political demands.

It is utopian to think, that it would be possible to design a kind of the uniform project frame for all plurilingual societies and provide the universal plan for the solution of

administrative and managerial problems. There is no standard model, which can be used in universal way and represents a general problem solver.

Hence, the second important prerequisite of successful educational project represents the junction of the multilingual social reality to existing educational structures.

As a rule, the state governed educational system is aligned to the dominant language of the country and tolerates not always the minor languages. In such cases we speak about disaccord between the real social condition and the policy. The 'Adaptation' is the key word: the education project has to design the unique work plan, which considers certain conditions of the certain society. It means the pre-field research about deficits of given education system regarding the realities of multilingual life. The affected officials and lows should be defined as parts of the adaptation plan. By the using of survey, the

target groups of the project should be localized and described. In first the phase of project plan preparation it is a lot of persuading to do namely with representatives of the official education systems as well as with identified target group. The term 'adaptation' takes here again an important place.

3. Language(s) of instruction.

The starting point of multilingual education project initiation is to create the language hierarchy with official language of instruction as central point. All other languages occur the different positions around the official language and represent different relations to it. That ideal picture of language hierarchy does not work in most of cases:

there are more than 20 States with more than one official language (India has 19 official languages while South Africa has 11), the majority of countries in the world are monolingual nation states in the sense of

recognizing, de jure or de facto, only one official language for government and legal purposes. That is not to say that they are not bilingual or multilingual societies, but rather that while there may be many languages widely used in a country these do not necessarily have the legal authority of an official language.

How does this happen?

In many countries that were previously under colonial regimes, the official language tends to be the language of the former colonizers. In addition to official languages, several countries recognize national languages, which may be compulsory in education. The choice of language in the educational system confers a power and prestige through its use in formal instruction. Not only is there a symbolic aspect, referring to status and visibility, but also a

conceptual aspect referring to shared values and worldview expressed through and in that language.

The third prerequisite of education project initiation is the accurate study of near social history and the political development of the project target society. Many official languages do not mean automatically, that all of them are on the same stage of status. Some languages bear more prestige and promise to provide more benefit in the future. Some other official languages bear more symbolic character and represent the genuine part of legendary past. The study of differentiations between official languages should be design a specific model, which has to help to direct the necessary attention within the multilingual education project to corresponding languages. The mother tongue should be the object of peculiar attention.

Studies have shown that, in many cases, instruction in the mother tongue is beneficial to language competencies in the

first language, achievement in other subject areas, and second language learning. The application of the principle of mother tongue instruction nevertheless is far from being the rule.

The using of the mother tongue as primary language of instruction is not always unproblematic. Some of the difficulties encountered by the use of mother tongues as languages of instruction may include the following:

- *sometimes the mother tongue may be an unwritten language;*
- *sometimes the language may not even be generally recognized as constituting a legitimate language;*
- *the appropriate terminology for education purposes may still have to be developed;*
- *there may be a shortage of educational materials in the language;*
- *there may be a lack of appropriately trained teachers;*

- *there may be resistance to schooling in the mother tongue by students, parents and teachers.*

4. Closing remarks.

During the preparation of the multilingual education projects some necessary prerequisites are to consider. The establishing of peculiar awareness to multilingualism as the way of life; The recovering of deficits and needs of the certain education system regarding multilingualism and adaptation of given social reality in it; The creation of certain educational model, which is fitted within the language relations of the given society and helps to improve the social life.

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Rethinking Integration Policy – Dual Ethnic and Cultural Identity

ABSTRACT

The paper sheds light into the general facts and situation related to ethnic minority groups living in Georgia. While providing the small-scale survey of 280 ethnic minority students enrolled in Georgian language preparatory program of 5 higher education institutions of Georgia we argue the factors which play decisive role in successful inclusion of ethnic minorities in Georgian society. These factors include the identity and self-identification perceptions of ethnic minority groups and an acceptance of these perceptions by the dominant group. The study provides information about the positioning of ethnic minority students towards their cultural and ethnic identity, and about their perceptions regarding their belonging to Georgia. According to the results sufficient space and favourable ground for developing of dual ethnic and cultural identity among the ethnic minority groups are available. Referring to the results a meaningful concept for an integration of ethnic minority population is introduced for further discourse.

Key words: *Ethnic minority groups; Cultural identity; ethnic identity; integration;*

Ethnic identity and integration of minorities in academic literature: framework of the study

Social scientists systematically identify and empirically study those ways in which individuals and groups of people define themselves in relation to others

(Barth, 1969; Erikson, 1968, 1974; Geertz, 1973; Goffman, 1959, 1961; Mead, 1934; Weber, 1922; Wheelis, 1959). While the modern scientists argue that the social identity theory considers the identity issues solely from the perspective of developmental psychology

and thus doesn't provide enough room to describe the multi-facial pattern of identity, the modern sciences create new visions and directions where the dynamic and diverse nature of identity is recognized and studied. The fact is that rapid changes, globalization, increased movement of immigrants merge demand of multiple identities on individual level.

According to Berry, by culturally plural societies, we mean those in which more than one cultural or ethnic group is represented in the population, and for which there is some likelihood that such groups will be able to maintain themselves into the future in such a situation, where a process of acculturation is likely to exist, such that the individuals and groups in contact influence each other, inducing some degree of change in each other's way of life and in their individual behaviour (Berry, 1980aA).

Phinney's (1990, p. 499) review of research on ethnic identity notes that "identity is central to the psychological functioning of members of ethnic and racial minority groups, but research on the topic is fragmentary and inconclusive."

This statement is true towards the ethnic minorities living in Georgia. The limited number of research-studies are mostly focused on conditions, level and opportunities for their successful integration into state life however less learn how the ethnic minority groups position themselves in the society. According to Phinney the main components of ethnic identity addressed in the literature included self-identification, sense of belonging, positive and/or negative attitudes, towards one's group, and ethnic involvement including language, friends, religion, area of residence, and political activity.

Lewin (1947) writes that the "social field" affects the individual and that individuals impact their social field. This concept makes possible to study the identity and identification of ethnic groups from dynamic, different perspective in the context of the majorities' culture where the ethnic minority population live.

Recognition of ethnicity and cultural identities emerge an urgent need to cope

with the ethnic and cultural diversity while developing policies which promote ethnic, cultural and religious minority groups' participation in, and access to the resources of society, while maintaining the unity of the country. The concept of integration is seen as a key solution and remedy for addressing those challenges which the diversity of the population can cause in case of inappropriate polities.

In his article *International Migration and Liberal Democracies-The Challenges of Integration*, Rainer Bauböck defined the term “integration”: as inclusion of outsiders or newcomers into an already established society, but sees it also as cohesion, as the internal integration of that society itself that makes it a stable and bounded social entity. The second purpose of integration, is relevant for case of Georgia and make possible to see the benefits promising an ethnic Armenian and Azeri minority groups living in Georgia.

From this perspective it's interesting a definition of the ethnic minorities by Juleschênes (1985) (ethnic minorities

are) “A group of citizens of a State, constituting a numerical minority and holding a non-dominant position in that State, endowed with ethnic, religious or linguistic characteristics which differ from those of the majority of the population, having a sense of solidarity with one another, motivated, if only implicitly, by a collective will to survive, and whose aim it is to achieve equality with the majority in fact and in law.”

Going further in academic literature one can find the differences between the ethnic minority groups in the states while calling them “old” and “new” ethnic minorities.

“The terms historical, traditional, autochthonous minorities - the so-called “old minorities”- refer to communities whose members have a distinct language, culture or religion compared to the rest of the population, and became minorities as a consequence of a redrawing of international borders and their settlement area changing from the sovereignty of one country to another or did not achieve, for various reasons, statehood of their own and instead form part of a larger country

or several countries. it must be agreed that indigenous peoples constitute at the least a special type of ethnic minority.

While the “new minority” groups stemming from migration and refer to the groups who have left their original homeland and emigrate to another country generally for economic and, sometimes, also for political reasons. The term ‘new minorities’ is thus broader than the term ‘migrants’, as it encompasses not only the first generation of migrants, but also their descendants, second and third generations, who are individuals with a migration background often born in the country of ‘immigration’ and who cannot objectively and subjectively be subsumed under the category of ‘migrants’.

This definitions are interesting from the perspective of Walzer, who assumes that “immigrants or “new minorities” are considered to have made a choice to leave their own original culture, and they know that the success of their decision will depend on integrating into the mainstream of their new society. In these cases ethnic diversity arises from the voluntary decisions of individuals or families to

uproot themselves and join another society”. On the contrary, Walzer argues, old minorities are settled on their historic homelands. These groups find themselves in a minority position, not because they have uprooted themselves from their homeland, but because their homeland has been incorporated within the boundaries of a larger state. This incorporation is usually involuntary, resulting from conquest, or colonization, or the ceding of territory from one imperial power to another. Under these circumstances, it has been argued, minorities are rarely satisfied with non-discrimination-individual rights model and eventual integration. (Walzer, 1995, 139-154).

Even if the author talks about the leaving of origin culture by the “new minorities” which the ethnic Armenian and Azeri minorities are belonging to, he also talks about the choice. Which means that if the identity of ethnic minorities is forming within the model of dual ethnicity and “culturality”, then an integration to “another society” don’t require denial of origin roots but rather

creation of a new, unique identity through synthesis of origin ethnic and cultural self-identification and adaption of a culture and ethnicity of dominant society.

From this perspective it's also very interesting the concept of Jewish self-identity. Herman (1988, p. 2) differentiates between identification ("the process by which the individual comes to see himself as part of the Jewish group") and identity ("what being Jewish means in the life of the individual, the content of his Jewishness"). Another concept is based on the works of Gitelman, Kosmin, and Kovács (2003, p. 342) which distinguish between Jewish consciousness (strength of affiliation) and Jewish meaning (how Jews understand Jewishness). Interesting is that the conscious identification as a Jew and the meanings associated with Jewish identity simultaneously encompass issues of religion, nationality, culture, history, economics, demographics, psychology, theology, and sociology. The case of Jews is interesting because Jews were "ahead of the curve," having been forced to negotiate overlapping identities as they

struggled to maintain a distinct group identity while adapting to the various cultures in which they lived. From this perspective it's the most interesting the "development of a form of Judaism in the US which blends American values and behaviors with traditional Jewish ones". (Fishman, 2000). While adding to the identification and identity perspectives suggested by Herman the third concept of recognition and acceptance by the dominant society, the framework serves as a basic for development of new visions in integration policy of ethnic minorities of Georgia.

The paper argues the opportunities of integration of ethnic minority population from the perspective of "correct" identity and identification which is characterized for "new minorities".

Ethnic minority population in Georgia from the historical perspectives

Georgia is a small country located on the coast of Black Sea and surrounding with the Caucasian mountains. According to the latest census (2014) the total population is 3 713 804 and is composed

of different ethnic groups. Ethnically Georgian population makes 86.8 % of total population and is respectively represents the largest ethnic group of the country. The table 1 below shows the ethnic composition of the country where the two minority groups namely, Azeri and Armenian population are the second and third representative ethnic groups comparing with others and make respectively 6.27% and 4.53% of total

population. Worth noting is also the particularities of geographical redistribution of ethnic groups in Georgia. Namely the fact that the ethnic minority groups are mostly living compactly in two regions of Georgia. At the same time Azeri population is predominantly living in urban settlements (81.26%). Armenian communities are represented with 48.5% share in urban territories while 40.21% of Georgians live in villages.

Table 1: Population of Georgia redistributed by ethnic groups and geographical dislocation

	Urban settlement	% of total urban population	% of each ethnic group population	Rural Settlement	% of total urban population	% of each ethnic group population	In total	%
Georgian	1,928,099	51.92%	59.79%	1,296,465	81.48%	40.21%	3,224,564	86.83%
Azerbaijani	43,666	2.06%	18.74%	189,358	11.90%	81.26%	233,024	6.27%
Armenian	86,538	4.08%	51.48%	81,564	5.13%	48.52%	168,102	4.53%
Russian	22,507	1.06%	85.08%	3,946	0.25%	14.92%	26,453	0.71%
Ossetia	6,981	0.33%	48.53%	7,404	0.47%	51.47%	14,385	0.39%
Yazidi	11,935	0.56%	98.04%	239	0.02%	1.96%	12,174	0.33%
Ukrainian	5,285	0.25%	87.59%	749	0.05%	12.41%	6,034	0.16%
Kist	230	0.01%	4.04%	5,467	0.34%	95.96%	5,697	0.15%
Greek	3,525	0.17%	63.58%	2,019	0.13%	36.42%	5,544	0.15%
Assyrian	1,620	0.08%	68.15%	757	0.05%	31.85%	2,377	0.06%
Other	11,224	0.53%	78.24%	3,122	0.20%	21.76%	14,346	0.39%
No answer	560	0.03%	94.75%	31	0.00%	5.25%	591	0.02%
Not defined	453	0.02%	88.30%	60	0.00%	11.70%	513	0.01%
Totally	2,122,623		57.15%	1,591,181		42.85%	3,713,804	

As mentioned below the ethnic minority groups are predominantly resided in two regions of Georgia as well as in capital of the country while Azeri population is living in Kvemo Kartli region and Armenians are consolidated in Samtskhe-Javakheti region and have a relatively smaller ethnic communities in Kvemo Kartli region too. Worth mentioning is that comparatively sizeable community of Azerbaijanian population

lives in rural settlements of Kakheti region and are represented by 10.2 of total population in the region, 13.9% of total Azerbaijanian population in the country and 0.9% of total Georgian population. The composition of the dominant ethnic groups in this two communities is presented on the table 2 below. The composition of the dominant ethnic groups in this two communities is presented on the table 2 below.

Table 2: redistribution of ethnic Azerbaijanian, Armenian and Georgia population in Kvemo Kartli and Samtkhe-Javakheti regions

	Region	Georgian	Azeri	Armenian	Totally
Total	Samtskhe-Javakheti	77,498	89	81,089	158,676
		48.84%	0.06%	51.10%	
	Kvemo Kartli	217,305	177,032	21,500	415,837
		52.26%	42.57%	5.17%	
Urban	Samtskhe-Javakheti	34,205	76	19,306	53,587
		44.1%	85.4%	23.8%	
	Kvemo Kartli	140,116	29,589	4,830	174,535
		64.48%	16.71%	22.47%	
Rural	Samtskhe-Javakheti	43,293	13	61,783	105,089
		55.86%	14.61%	76.19%	
	Kvemo Kartli	77,189	147,443	16,670	241,302
		35.52%	83.29%	77.53%	

Georgian population has meant a rich array of active religions. Apart from the Georgian Orthodox Church, Christianity in Georgia is

represented by followers of the Armenian Apostolic Church and the Russian Orthodox Church, and a Georgian Catholic Church which mostly

follows either the Latin Rite or the Armenian rite. Muslims make up 10.74% of the population and are mainly found in the Adjara and Kvemo Kartli regions and as a sizeable minority in Tbilisi. There is also a comparatively sizeable Jewish community in Tbilisi. At the same time the Muslims make up 45.7% of population living in Kvemo Kartli and

12.8% follow Armenian Apostolic Church. 58.8% of population in Samtkhe-Javakheti belong to Armenian Apostolic Church. The table below shows the general redistribution of the population by region as well as redistribution in Samtskhe-Javakheti and Kvemo Kartli per settlement type.

Table 3: redistribution of different religious groups in Kvemo Kartli and Samtskhe-Javakheti regions

		total	%	Samtskhe-Javakheti	%	Kvemo Kartli	%
Total	Orthodox	3,097,573	83.41%	72,605	2.3%	217,724	7.0%
	Muslim	398,677	10.74%	6,060	1.5%	182,216	45.7%
	Armenian	109,041	2.94%	64,115	58.8%	13,926	12.8%
Urban	Orthodox	1,911,164	51.46%	35,815	1.9%	144,127	7.5%
	Muslim	100,009	2.69%	187	0.2%	30,272	30.3%
	Armenian Gregorian	47,423	1.28%	15,688	33.1%	1,102	2.3%
Rural	Orthodox	1,186,409	31.95%	36,790	3.1%	73,597	6.2%
	Muslim	298,668	8.04%	5,873	2.0%	151,944	50.9%
	Armenian Gregorian	61,618	1.66%	48,427	78.6%	12,824	20.8%

Along with the ethnic and religious diversity Georgia is characterized by the linguistic diversity too. During the Soviet Union, Russian was the main language of communication among various ethnic groups. The preschool, school and higher education institutions were offering

education in both languages by choice. Only following Georgia's independence, Georgian became the State language and very soon almost entirely replaced Russian. The lack of Georgian language command make the representatives of ethnic minority disadvantaged and

isolated from the country life. Even if various interventions has been taken since 2005 the Role Revolution the linguist situation remains to be heavy. The sizeable part of ethnic minority population can't communicate in

Georgian, has less chance for employment and economic advancement and accordingly is deprived from various state goods and services. The table below presents the general state language related situation in the country:

Table 4: possession of state language by different ethnic groups in the country

With own native language	Georgia population total	Possess Georgian well	Doesn't possess Georgian	Not indicated
Georgian	3,713,804	91.8%	7.1%	x
Abkhazian	3,254,852	59.9%	7.0%	33.1%
Osetian	272	84.8%	3.3%	11.9%
Azerbaijani	5,698	18.8%	74.4%	6.8%
Russian	231,436	63.5%	19.8%	16.6%
Armenian	45,920	39.6%	51.3%	9.1%
Other	144,812	62.1%	26.0%	0.0%

According to the statistics, only 18.8% of those Azeri population who live in the country possess state language and 19.6 of Armenians do so. If we analyze

the situation related to state language command in regional context the picture will be changing.

Table 5: possession of state language by the ethnic Armenians and Azeris living in Kvemo Kartli and Samtskhe-Javakheri regions

Language status	With native language:	Samtskhe-Javakheti	Kvemo Kartli
Has a proficiency in Georgian (state) language	Georgian	60.2%	51.8%
	Azerbaijani	54.1%	10.8%
	Armenian	20.9%	27.7%
Not satisfactory possession of Georgian (state) language	Georgian	X	X
	Azerbaijani	36.5%	82.9%
	Armenian	71.5%	66.8%
Not defined command of state language	Azerbaijani	9.5%	6.3%
	Armenian	7.6%	5.5%

Here worth is mentioning that in 1993 the Georgian Parliament adopted the Law on Citizenship that granted citizenship to all persons who were permanently residing in Georgia for the five years before adoption of the law, and resided in Georgia at the moment of its adoption and in the period of three months did not submit a written request refusing citizenship (Article 3a).

Kvemo Kartli

Kvemo Kartli contains six districts, namely: Bolnisi, Dmanisi, Gardabani, Marneuli, Tetrtskaro and Tsalka. According to the 2014 census, 75.97 % of these are concentrated in Kvemo Kartli. National minorities are concentrated in Bolnisi, Dmanisi, Gardabani, Marneuli and Tsalka: according to the same census, Azeris form the absolute majority of the population of Marneuli, Bolnisi and Dmanisi districts and are represented more than 40% of the population in Gardabani. Most of the Azeri population settled in the area in 16th-17th centuries

with the wave of the Turkic migration. The conflicts of Georgian Kingdoms and then of the Russian Empire with the Ottoman Empire have left most of the Kvemo Kartli province significantly depopulated. Depopulation opened the way to settlement of Armenians and Greeks in mainly 19th century as they fluid the Ottoman Empire (mainly Anatolia).

Bordering Azerbaijan Kvemo Kartli district has an great influence of Azerbaijanian government and still heavily rely economically and politically from it

Samtskhe-Javakheti

In Samtskhe-Javakheti 51.1% of population are ethnic Armenians. The Samtskhe-Javakheti province incorporates Akhaltsikhe Adigeni, Aspindza, Akhalkalaki, Borjomi and Ninotsminda districts. According ot the 2014 census, Akhalkalaki and Ninotsminda are predominantly resided by Armenian communitéis (94 +%). In

Akhalsikhe the sizeable part of total population is also Armenian (35+%).

According to Georgian historical sources, the presence of Armenians coming in particular from the Ottoman Empire increased in 19th century, when Russia drove out the Ottoman Empire from the South-West Caucasus. Later in the 1910s, this process continued.

Samtskhe-Javakheti, especially the Armenian majority areas, is isolated from the rest of Georgia for several major infrastructural and geographic reasons. Akhalkalaki is situated at an altitude of approximately 1,700m above sea level and Ninotsminda is at 1,950m. Harsh winter is a severe handicap for the area which predominantly relies on subsistence agriculture and cattle-breeding. In addition, Akhalkalaki housed a major Soviet military base, with estimated 15 thousand soldiers and personnel. As an area adjacent to NATO-member Turkey, the province was strongly fortified. Access to the province was limited to special permits. This led to high level of physical isolation from the rest of Georgia and did nothing to

encourage the sense of belonging to the rest of the country. Due to high level militarization, the province also stayed isolated from the processes of liberalization in the rest of Soviet Union and in Georgia in mid and late-1980s.

The interventions done by the state for integration of ethnic minority into the different domains of state life.

Georgia is adhered to the major international regulations and ratifications defining and protecting rights of ethnic minorities. In 1998 Georgia signed the European Charter for Regional or Minority Languages of the Council of Europe. In 2005 Georgia ratified the Framework Convention on National Minorities of Council of Europe. The state law doesn't contradict the internationally recognized concepts, mechanisms and vision of ethnic minorities. The national integration of ethnic minorities is seen as a country priority since 2009 when the concept of civil integration and strategy and action plan were developed and enforced by the parliament. There are six pillars seen as

strategic for successful national integration. Equal and quality Education and preservation and development of cultural heritage and identity are two of them.

The interventions focusing on ethnic minority education started in 2005 and gradually covered all education stages. Even if the programs and activities implemented by the government and financed from the state budget target diverse areas of education there are two main challenges which make the endeavours less effective. The study-researches undertaken recently and targeting ethnic minority education in Georgia revealed several factors for insufficient effect of the minority education strategy. The factors include: (a) inconsistency of the planned and implemented interventions; (b) lack of financial resources; (c) lack of professional human resources including teachers and education administration cadres; (d) vagueness of the education policy vision and directions (Mekhuzla, Roshe, 2009; Grigule, 2010; Tabatadze, 2011; report of office of ombudsman,

2012; Tabatadze, Gorgadze, 2013, 2014; report of the Ministry of Reconciliation and Civic Equity, 2014; Tabatadze, Gorgadze, 2015;) The study research of an effectiveness of quota system in higher education system of Georgia revealed that and importance of active engagement of Georgian society in integration processes of ethnic minority groups is underestimated by the integration policy. The same research revealed the narrowed perspective of the policy which is entirely focused on improvement of state language command and fails to see multiple perspectives for inclusion of ethnic minority society in the mainstream of country life.

Methodology

The students of Armenian and Azeri ethnicity studying in Georgian state universities were identified as target group of the study. More specifically students enrolled in one year Georgian language preparatory program of 5 state universities of Georgia were selected. Since the survey took place in the end of June 2017 the students had one year of

experience of studying in universities. The target institutions include: Tbilisi Javakhishvili State University; Tbilisi Medical State University; Tbilisi Technical University; Ilia State University and Samtskhe-Javakheti State University. Totally 280 students were

surveyed where n=577, confidence level = 95%, confidence interval = 4.2%, the response distribution = 100%.

The table below shows the distribution of the surveyed students per university:

Table 6: redistribution of the surveyed students per university

University	# of surveyed students	Share of surveyed students per university
Tbilisi Javakhsivhili State university	114	40.9
Samtskhe_Javakheti State university	17	6.1
Ilia State university	71	25.4
Medical State university	32	11.1
Technical State university	43	15.4
Don't identified	3	1.1
Totally	280	100%

139 (49,8%) males and 137 (48.7%) females were surveyed, sex for 4 surveyed persons isn't identified. As for the geographical distribution of the surveyed students, 58 (20.8%) come from Samtskhe-Javakheti, 185 (66.3%) from Kvemo Kartli, 23 (8.2) from Kakheti, and 14 (4.7) from Tbilisi.

Standard questionnaire with 12 questions was used for surveying purposes. The standardized questionnaire included 6

close-ended and rating scale questions and 6 questions of demographic character which collected information about students such as sex, age, region, district and university. The survey took app. 20 minutes.

The questions of the questionnaire included:

1. Assessment of their integration level in Georgian society by the level of intensity from 0 – “not

- integrated” at all to 5 “I am part of Georgian society”;
2. Rating the factors which impact an integration of ethnic minorities in Georgian society by their importance;
 3. Statement about their cultural belonging while choosing between their origin ethnic, Georgian, both – their ethnic and Georgian, and other cultures;
 4. Statement about their ethnic belonging while choosing between their origin ethnicity, Georgian, Georgian-Armenian or Georgian-Azeri ethnicity, and other ethnicity;
 5. Their feeling about their discrimination on the ethnic background;
 6. Their feeling about the awareness of Georgian society about his/her ethnic and cultural particularities;

The questions should determine the ethnic and cultural identity of students

and perception of self-integration in the society and thus their preparedness for acquiring the concept of ethnical and cultural duality.

Results of the survey

The showed the perception of surveyed students of their integration level in Georgian society. According to the results the one third of surveyed students say that they are part of Georgian society while 19 percent feels to be fully integrated in the society. 21.1 percent of students stated to be mostly and 14.7 percent partly integrated in Georgian society. Only 1.8 percent considers not to be integrated and 2.5 insignificantly integrated. App. 8% didn't respond the question. Totally more than 70% of the ethnic minority students think that they are mainly, fully integrated into the Georgian society or belongs to the society.

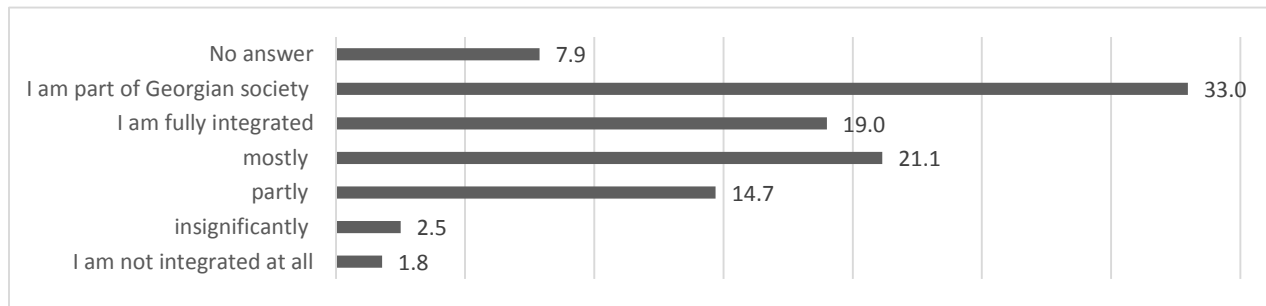


Diagram 1: perception of integration by the ethnic minority students

The next question was related to the factors which might be important for their integration into the Georgian society. The important factors included:

1. Possession of Georgian language
2. Knowledge and adoption of Georgian culture and traditions
3. My self-identification as a child of Georgia
4. Attitude of ethnic Georgians towards the ethnic minorities
5. Effectiveness of state policy towards the minorities
6. Economic relations between the different ethnic groups
7. Equal education opportunities for ethnic minorities
8. Messages spread by mass and printed media

The informants should rate each statement in accordance with its importance from 0 –“not relevant” to 5 – “decisive”.

Among the factors which are specifically important for integration in Georgian society the highest score was given to the statement about the self-identification as a child of Georgia (70.5%). It means that majority of students think that perception of their own role, their positioning is the most important factor for their full integration in Georgian society. The second most important factor for successful integration is a possession of Georgian language (62.3). The knowledge and adoption of Georgian culture and traditions (60.7) and equal education opportunities (60.2) are

the third important factors for successful integration of ethnic minorities.

For clarity below is provided the responses of the informants disaggregated into rated intensity of their importance:

Important factors for an integration of ethnic minorities	N/A	Not important at all	Less important	Somewhat important	Important	Decisive
1. possession of Georgian language	1.7	2.0	10.7	23.3	38.6	23.7
2. Knowledge and adoption of Georgian culture and	1.8	.8	9.1	27.9	36.5	24.1
3. My identification of myself as a child of Georgia	3.3	2.4	4.1	19.5	38.0	32.5
4. Attitude of Georgians towards the ethnic minorities	2.6	1.7	5.6	28.4	28.6	31.0
5. Effectiveness of state policy towards the minorities	2.0	3.1	9.2	29.1	35.3	21.0
6. Economic relations between the different ethnic groups	4.2	2.4	7.1	26.7	41.6	18.2
7. the equal education system towards the ethnic minorities	2.3	1.9	3.4	33.1	36.6	23.6
8. Messages coming from mass and printed media	1.7	1.7	14.2	31.4	30.1	18.5

Diagram 2: The factors disaggregated into level of impacting of ethnic minorities in state life

Interesting is the results of the survey which was conducted by the UN Association of Georgia (UNAG) almost in the same period as the study of ethnic minority students. The study of UNAG targeted 1500 youth of age 15-26 in 12 urban and 12 rural settlements of Georgia. The sampling was based on three-stage cluster purposive randomization where ethnicity was defined as a quota. The structured questionnaire included the question about the factors defining to be Georgian. To be born in Georgian territory, religion and traditions,

language, and patriotism and citizenship were defined as factors. According to the results, both groups, Georgian and non-Georgian youth define patriotism and citizenship as the most important factor for feeling to be Georgian. At the same time the ethnic minority groups consider the religion and traditions and patriotism and citizenship to be more important than do their Georgian counterparts. As for language and place of born, more Georgians see it important for being Georgian than ethnic minorities.

What defines to be Georgian?		
	Ethnic Georgian	Non-Georgian
Born in Georgia	42,7%	40,2%
Religion (Orthodox Christianity) and traditions	59,7%	62,1%
Language	30,0%	27,5%
Patriotism and citizenship	65,9%	69,2%

Table 7: the attitude towards the factors defining to be Georgian

As shown, 32.5% consider that self-identification as well as the attitude of Georgians towards the ethnic minorities (31) is decisive factors for meaningful integration of ethnic minorities into the mainstream of public society. 24.1% think that knowledge of Georgian culture and traditions is decisive for integration. 23.7 and 23.6 percent of students think that possession of Georgian language and equal education opportunities are decisive

respectively. Interesting is that possession of Georgian language is rated to be important by the highest number (38.67) of students.

As for the ethnic belonging – more than half of the students perceive to belong to both – their origin ethnic and Georgian culture, 6.1 to Georgian, 27.6 to the culture which is defined by their ethnic background.

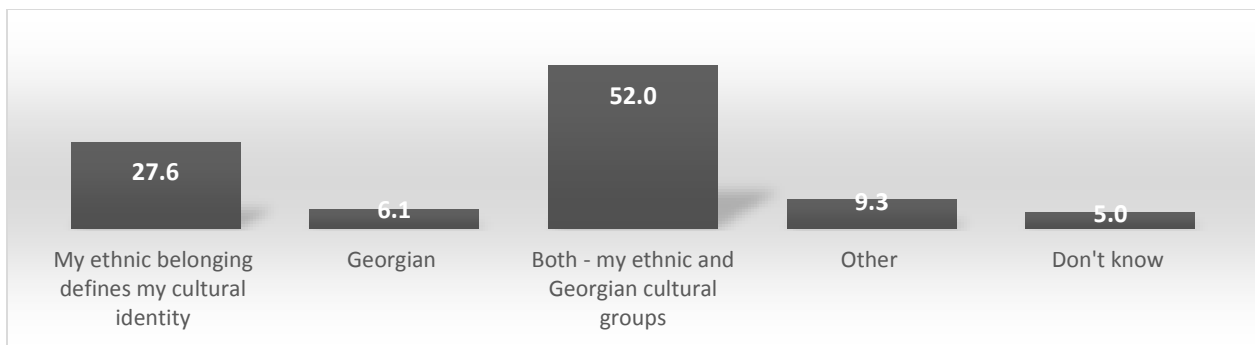


Diagram 3: responded related to cultural belonging of the informants

Even if the number of surveyed students is different for Armenians and Azerbaijanian students (in accordance

with their representativeness in the universities) the share of those students who belong themselves to dual as well as

their origin ethnicity is almost equal for both ethnic minority groups.

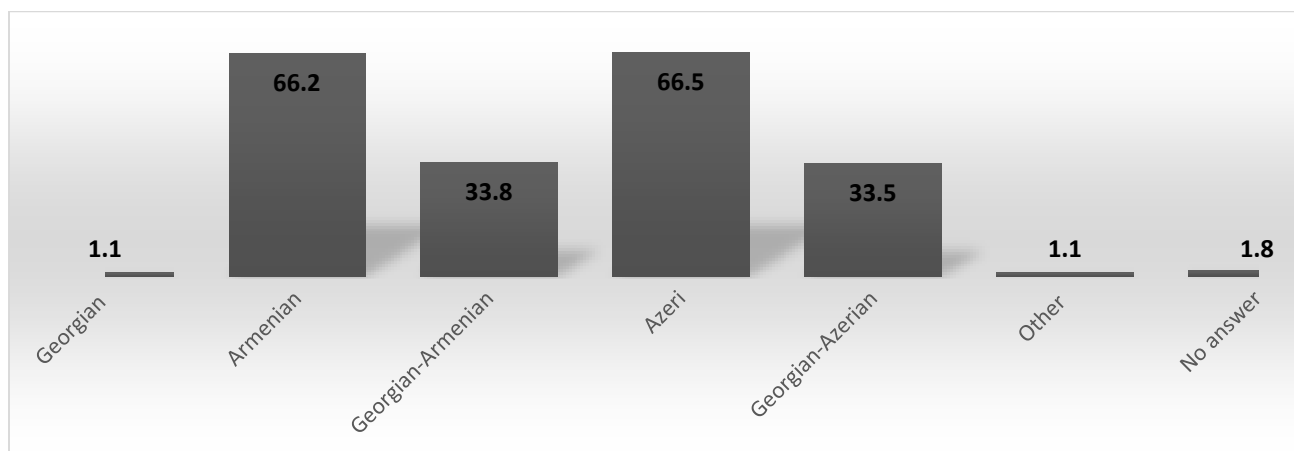


Diagram 4: perceived ethnic belonging of the informants

Interesting is the tendency which is shown on the diagram 5. Namely is shows that those who culturally belong itself to both – his/her origin ethnic and Georgian cultural groups feel to be more integrated

into Georgian society whereas those who believe to belong to both their origin ethnic and Georgian cultures consider themselves to be part of Georgian society.

Which cultural group do you belong yourself	Assess you integration level into Georgian society						
	I'm not integrated at all	Insignificantly	Partly	Mainly	Fully integrated	I am part of the Georgian society	No answer
My ethnic belonging defines my cultural identity	0.0	1.4	13.7	19.8	30.9	22.7	11.5
Georgian	0.0	0.0	19.4	0.0	20.9	38.8	20.9
Both - my ethnic and Georgian cultural groups	1.8	4.5	10.1	25.2	16.8	38.9	2.5
Other	4.4	0.0	5.4	3.4	3.4	42.0	41.4
Don't know	0.0	29.3	4.1	32.8	1.2	31.1	1.5

Diagram 5: perception of integration level in accordance with the cultural belonging

The survey showed that those students who belong themselves to both, their origin ethnic and Georgian cultural groups are more tend to feel themselves as Georgian-Armenians and Georgian-

Azerbaijanians. The survey showed that Armenian students are more inclined to belong themselves to both cultural groups than Azeri students.

Which cultural group do you belong to?	My ethnic belonging defines my cultural identity	Georgian	To both, my ethnic and Georgian cultural groups	Other	I don't know
Which ethnic group do you belong to?					
Armenian	34.7%	6.1%	53.1%	2.0%	4.1%
Georgian-Armenian	8.0%	0.0%	88.0%	4.0%	0.0%
Azeri	34.9%	3.9%	41.1%	14.0%	6.2%
Georgian-Azeri	15.4%	12.3%	64.6%	6.2%	1.5%

Table 8: perception of cultural belonging in accordance with perceived ethnic belonging

On the question whether the informant feels that is discriminated on ethnic background slightly more than half of surveyed said no however almost half

of students stated to feel discriminated, don't know whether is discriminated or not respond the question.



Diagram 6: redistribution of answers about perception of the discrimination on ethnic background

Interesting is to compare this answers to the results of the survey conducted by the UNAG; according to this survey, more Georgians report unfair treatment of individuals on the ground of an ethnicity or other factors which differ minority

groups from Georgians. Noteworthy is that the ethnic background is most frequently reported as reason for unfair treatment (Georgians 28.3 and non-Georgians 14.9 respectively).

Do you hear during the last two years about the cases when the individuals were treaded unfairly in Georgia because of:				
	Ethnic Georgians		Non Georgians	
	yes	No	Yes	No
spoken language	6,0	94,0	3,6	96,4
religious belonging	14,1	85,9	10,4	89,6
ethnic background	28,3	71,7	14,9	85,1
lack of Georgian language knowledge	23,1	76,9	12,8	87,2

Table 9: survey of youth about the cases of unfair treatment based on different grounds

On the question: “Do you believe that ethnic Georgian population sees correctly yours as an ethnic minority role, importance, influence, identity, cultural and ethnic belonging” the responded were distributed as shown on the diagram xxx below:

More than half of informants say believe that the statement is correct towards ethnic Georgians, 19% answers negatively though and more than 20 percent don’t know and almost 8 percent

refuse to answer the question. The distribution of answers on the question about the real awareness and attitude of Georgians towards the ethnic minorities is worth of attention and it speaks about the necessity for policy planning where ethnic Georgian society is more actively considered as accountable player of integration processes of ethnic minorities and the integration policy which facilitates dialogue between the diverse groups of society.

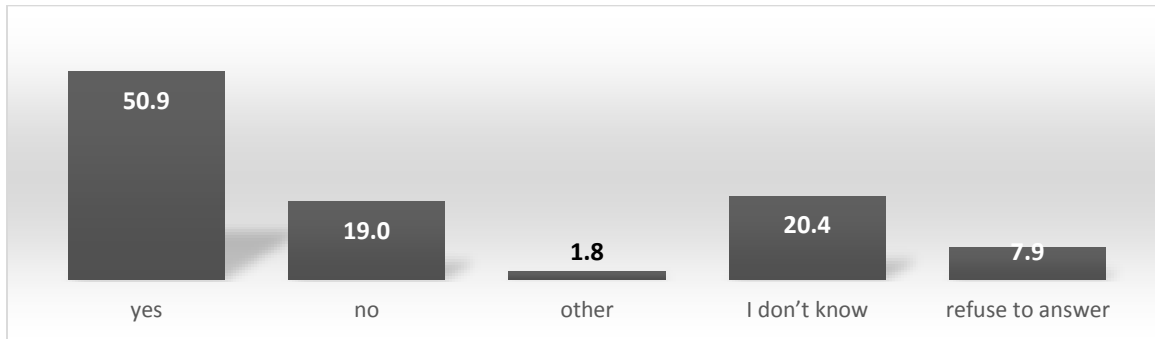


Diagram 7: distribution of answers about the attitude of ethnic Georgians

Interesting is the results of the same survey undertaken by the UN Association in Georgia related to the attitude towards the ethnic diversity in the country. The respondents should assess the diversity outcomes from 1 point (ethnic diversity destroys the country) to 5 (ethnic minority strengthens the country). According to the

results of the survey both groups – ethnic Georgians and non-Georgians are more inclined to consider the ethnic diversity favourable for the country. Ethnic minorities assess diversity more positively though (M= 3.4) than ethnic Georgian youth (M=2.8).

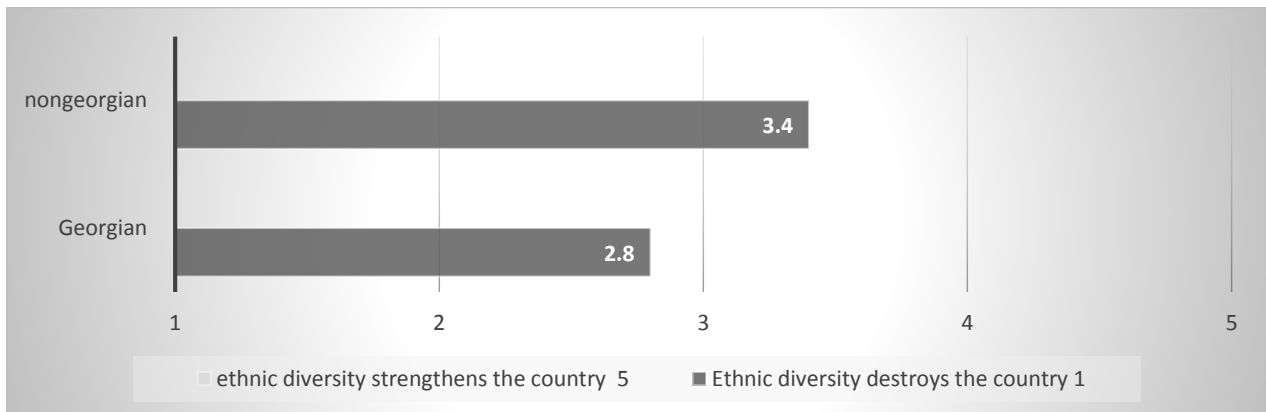


Diagram 8: Mean of the answers of Georgian and non-Georgian youth about the ethnic diversity in the country.

To add to this the 10% of surveyed students desired to add something they

believe to be important for the study. Absolute majority say states that it's

important to know well the feelings, assumptions and perceptions of youth of Georgian and non-Georgian ethnicity in order to plan and implement need-based, well-adjusted policies for successful integration.

Conclusions

The historical perspective and demographic patterns of ethnic Armenian and Azeri population show that both groups belong to “New Minorities”. Even if both ethnic groups have a century long history of living in Georgia the policy planning and implementation should aim at meaningful inclusion of ethnic minority groups in all domains of state life while having a great potential and space for dynamic, multi-dimensional approaches.”

The state policy towards ethnic minorities isn't focused on renewal of ethnic and cultural identity of the minority population. Rather it emphasize the concept of citizenship. The idea to build the integration plan around the idea of citizenship has some limitations since it taints the idea of strong, particular self-identity, has tend to the universality and

thus, fails to ensure the strong attachment to the Georgia as a motherland independently. The survey showed the relevant preparedness of students for evolvement of and adhering to the concept of dual ethnic and cultural identity. The integration of dual identity concept in state policy towards the ethnic minorities may contribute to meaningful inclusion of those groups in state life and strengthen their belonging to Georgia.

The survey underlined the imminent need for facilitation of the social exchanges between the ethnic minority groups and ethnic Georgian groups in order to ensure genuine transmission of different patterns ethnic and national identity. This require strengthening of engagement of ethnic Georgian population in state policy development and implementation processes, clear definition of the role, function, and responsibilities of broad society.

At the same time the fostering of the concept of dual ethnic and cultural identity is a multi-componential, complex proposal where the relevant resources, channels, actors and context need a

careful and restless development and preparation.

And to the end, the paper introduces the small attempt of exploring the concept of a dual ethnic and cultural identity and

its relevance to Georgian context, consequently the necessity of rigorous research of various factors and conditions is obvious for broadening the discourse on the suggested concept.

Tables and Diagrams

Table 1: Population of Georgia redistributed by ethnic groups and geographical dislocation

Table 2: redistribution of ethnic Azerbaijani, Armenian and Georgia population in Kvemo Kartli and Samtskhe-Javakheti regions

Table 3: redistribution of different religious groups in Kvemo Kartli and Samtskhe-Javakheti regions

Table 4: possession of state language by different ethnic groups in the country

Table 5: possession of state language by the ethnic Armenians and Azeris living in Kvemo Kartli and Samtskhe-Javakheti regions

Table 6: redistribution of the surveyed students per university

Table 7: the attitude towards the factors defining to be Georgian

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Diagram 1: perception of integration by the ethnic minority students

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Diagram 7: distribution of answers about the attitude of ethnic Georgians

Diagram 8: Mean of the answers of Georgian and non-Georgian youth about the ethnic diversity in the country.

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MULTILINGUAL TRANSLATIONS OF THE POETIC UTTERANCE: SENSES LOST AND PRESERVED

ABSTRACT

The problem of the quality of translation has been in the focus of scientific research for an extended period of time, but it appeared that a comparative analysis of multilingual translations has seldom troubled linguists. It is evident that our multicultural world demands an increase in interest to this issue, which means that a translator should be both multilingually educated, multiculturally aware. There exist a lot of requirements to the translator, but even the fullest list of them is not enough for the creation of a high quality multilingual literary translation.

The main question of the theory of translation can be put in such a way: whether it is possible or not to reproduce accurately the ideas in one language expressed by means of the other language. There are two opposite viewpoints concerning this question.

We offer a comparative approach is a crucial extension to the multilingual translations of a poetic utterance research. Original poems, which exist as the unity of content and form, require attentive and sensitive reading and understanding. Poetry, in contrast to prose, by its nature submits special rules, has specific form, which a translator has to follow. Sometimes this task stays unreached, because any poet has specific, common only for him, the system of images and the language, with the help of which he creates it.

Key words: *multiculturalism, multilingual translations, poetic utterance, poetry, target languages.*

Introduction

Contemporary multilingual societies offer great opportunities to real connoisseurs of art. With the help of a poetic text translation we acquire the

opportunity to open multicultural world full of mysterious senses and mystique utterances. The more translations come to being the more discussions start. At the same time, the theory of translation is

a relatively young science. Taking this fact into consideration it should be mentioned that the topicality of the chosen theme is obvious on the account of the fact that the theory of translation has not been finally formed and, in addition, Emily Dickinson's artistic world is not widely opened to the Ukrainian reader. Consequently the aim of the research is to study the specific character and the problems of English language poetry multilingual translations.

During the process of theoretical aspects of translation studying it was found out that, the theory of a literary translation as a science does not possess vividly defined scope. That is why making one of the most difficult types of translation, namely literary translation of a poetic utterance, a translator may face a number of difficulties. These difficulties are caused by the difference in the structure of the source and target languages (namely English, Russian and Ukrainian ones). For example English does not have gender endings of case and verbal inflexions, or one and the same word may be used as a noun, an adjective or even an adverb, plural form is created,

as a rule, without syllable addition. At the same time, Russian and Ukrainian languages do not operate with the indefinite or definite articles while the usage of personal pronouns is not obligatory [1, 38].

The difficulties of literary translation are also caused by the difference in the length of the original and translation language models, the accurate forms of versification and the difference in the perception of these or those images, specifically words with the help of which they are created in this or that language. A translator must not only be perfectly multilingually educated, but also understand the context of the poem creation [4, 85], which means to be multiculturally aware. Thus, it should be mentioned that even stated above requirements to the translator are not enough for the creation of a high quality multilingual literary translation.

Theory

Traditionally three types of written translations are distinguished:

1. Word-for-word translation. It is the translation of foreign text words in the order they are given in the text without

taking into consideration their syntactical or logical relations.

2. Literal translation aims to reproduce the idea of the source text saving syntactical constructions and lexical content.

3. Literary translation. This type of translation reproduces the ideas of the origin in the form of literary language and results in a great number of discrepancies.

Literary translation is the reproduction of the origin by means of another language saving the unity of content and form.

The main question of the theory of translation can be put in such a way: whether it is possible or not to reproduce accurately the ideas in one language expressed by means of the other language. There are two opposite viewpoints concerning this question.

The main question of the theory of translation can be put in such a way: whether it is possible or not to reproduce accurately the ideas in one language expressed by means of the other language. There are two opposite viewpoints concerning this question. The first is known as Untranslatable in

Translation Theory. According to this theory the translation of full value from one language to another is totally impossible as a result of considerable difference between various languages expressive means. V. Gumbolt was the first who proclaimed this idea. The other point of view, which was stated by P. Chesnokov and B. Uorf, says that any developed national language is sufficient for full-fledged reproduction of thoughts in another language [3, c. 17].

Among all numerous types of translation, undoubtedly, poetical translation is the most difficult and the most responsible. G. Gachichiladze singles out the following differences between the prose and poetry translation:

- poetry has a strict composition, poetry language is rather metaphorical and as a result it is difficult to find translational equivalents;
- it is difficult to find metrical equivalents;
- there is a problematic reproduction of rhymes [2, c. 90].

For saving the poetical image it is essential to save metre and rhythm of the origin. Rhythm depends on the number of syllables, interchange of stressed and

unstressed syllables and the structure of the language. That is why the length of the word is of great importance, because it is conditioned by rhythm and metre. Taking into consideration the facts mentioned above, the conclusion can be made that it might be impossible to reproduce the rhythm and metre accurately. The preservation of rhyme is essential for showing the peculiarities of the author's style. The translator may have a number of difficulties because male rhyme, which is typical for the English poetry, looks inaccurate for Russian or Ukrainian female rhyme.

Method

To obtaining the results of the research the following scientific methods, which helped to deepen the existing ideas and develop new ways of interpreting the already existing facts, were obtained:

1) Linguistic method which is generally interpreted as a private scientific and research way to establish certain rules. Basically, this method is equal to comparative, which acquires a set of special procedures helping us to

identify similar and different features of multilingual translations;

2) Method of linguistic abstraction, which is used here to research, analyze and make descriptions of the source and target languages phenomena in their cohesion, taking into consideration the links between people, world and language.

Talking about the poetry translation we should also mention such notions as equivalence and adequacy of translation. Translation equivalence is defined as a measure of semantic similarity between the source text and the target text. The degree of this similarity may vary. V.Komissarov distinguishes five levels of equivalence: the level of communicative goal, of the situation, of message, of utterance and of signs. The goal of adequate translation is the conveyance of content and form of the original by means of the foreign on the maximum level of equivalence.

Translational transformation is the basis method of the translation adequacy achievement. It is the change of formal or sentimental components of the source text saving the information assigned for reproduction.

The common classification of transformations does not exist. N.Fitermann and M.Levizka single out grammatical, lexical and stylistic transformations. I.Rezker, on the contrary, singles out only two types of transformation: grammatical and linguistic. L. Barhudarov reduces all translation transformations to four elementary types: rearrangement, replacement, addition, omission.

The goal of adequate translation is the conveyance of content and form of the original by means of the foreign on the maximum level of equivalence. Poetry, in contrast to prose, by its nature submits special rules, has specific form, which a translator has to follow. Sometimes this task stays unreached, because any poet has specific, common only for him, the system of images and the language, with the help of which he creates it. As long as complete preservation of the poem form is not always possible and sometimes even not desirable, the adequacy of the translation depends on the ability of the translator to single out the main images in the poem. Also it should be mentioned that making the

poetical translation, the main demands to the adequate translation also take place.

These demands are the following ones: accuracy, brevity, lucidity and literacy [5]. In that way, poetical translation submits general basic theory of literary translation, on which the art of a translator is based – preservation of the substantial images and the adequate replacement of some elements according to the literary reality of the origin.

Discussion and Results

The carried out analysis has shown that translation can have conditional changes, in comparison with the origin, and these changes are completely essential and reasonable if the aim is creation of similar to the origin unity of form and content on basis of the another language, but the adequacy of translation depends on the number as well as on the type of these changes.

The practical analysis confirmed that as a result of a great difference among the listed above aspects of the English, Russian and Ukrainian languages the complete preservation of form and images of the poetic work is not always possible. That is why translators always

face the choice, as a result of which they have either to change the poem size in order to save its main idea or to “distort” its sense for accurate reproduction of form. Choosing between the form and the system of images, on the first place stands the system of images, because exactly into it is put the author’s main idea and neglecting of it is not acceptable. Taking this into consideration, the majority of translators save, first of all, the profundity of the author’s philosophic idea and only after that the poem’s structure.

Comparative analysis is an important method of translation research. Emily Dickinson’s poems should be studied as the unity of content and form, they require attentive and sensitive reading

and understanding. During the research such poems as “I died for Beauty”, “The Sky is low”, “My life closed twice”, translated by A. Gavrilov, V. Markova, T. Kazakova, E. Linezka, L. Sitnik and A. Kudryavizkiy, were analyzed.

One of the peculiarities of Emily Dickinson’s style was emphasizing of words and ideas with the help of the capital letter. The analysis has shown that not all translators followed it accurately (for example, A. Gavrilov, V. Markova, A. Kudryavizky), while L. Sitnik and T. Kazakova did not emphasize any word with the help of the capital letter. By doing that the translators have misrepresented the poems’ images (Table 1).

Table 1

“I Died For Beauty”	
<i>E. Dickinson:</i> “Beauty”, “Tomb”, “One”, “Truth”, “Room”, “Brethren”, “He”, “Kinsmen”, “Night”, “Moss”.	<i>A. Gavrilov:</i> «Красота», «Правда».
“The Sky Is Low”	
<i>E. Dickinson:</i> “Sky”, “Clouds”, “Travelling Flake”, “Snow”, “Barn”, “Rut”, “Narrow Wind”, “Day”, “Us”, “Diadem”.	<i>V. Markova:</i> «Небо», «Туча», «Ветер», «Диадема».

“My Life Closed Twice”

E. Dickinson: “Immortality”.

*A. Kudryavitsky: «Завеса»,
«Вечность», «Рай», «Ад».*

If we look at the metre of the analyzed poems we can single out that all of them are written with the help of iambic metre. All translators, except V. Markova and L. Sitnik save this form in

their translations, while the mentioned translators use free verse, which was quite popular in the 20th century (Table 2).

Table 2

“I Died For Beauty”

E. Dickinson: iambic.

A. Gavrilov: iambic.

V. Markova: free verse.

“The Sky Is Low”

E. Dickinson: iambic.

E. Linetskaya, T. Kazakova: iambic.

V. Markova, L. Sitnik: free verse.

“My Life Closed Twice”

E. Dickinson: iambic.

A. Kudryavitsky: iambic.

V. Markova, L. Sitnik: free verse.

From the point of rhythm all the translators use typical for Emily Dickinson model ABCB.

The examples of separate, successfully translated lines, showed that the accurate preservation of the content of origin is not rarely connected with the necessity of literal translation refusal, but the creation of adequate meaningful

correspondence is essential. That is why in case of dilemma between the literal accuracy of the poem’s form preservation and the accuracy of its poetical content, if it is impossible to save both – the accuracy of the poetical content should be chosen. Talking about the adequacy of translation, it should be added that in the translations of some of

analyzed poems translators not always followed one of the adequacy requirements – lucidity. This phenomenon can be seen in the

translations of T. Kazakovoy “The Sky Is Low” and “My life closed twice” by V. Markova (Table 3).

Table 3

“I Died For Beauty”	
<i>E. Dickinson:</i> He questioned softly "Why I failed"? "For Beauty", I replied –	<i>A. Gavrilov:</i> "За красоту", -- сказала я И поняла – он рад.
“The Sky Is Low”	
<i>E. Dickinson:</i> the Clouds are mean	<i>T. Kazakova:</i> нищобродство туч.
“My Life Closed Twice”	
<i>E. Dickinson:</i> E. Dickinson: My life closed twice before its close	<i>L. Sitnik:</i> Я дважды скончаюсь, и перед концом.
<i>E. Dickinson:</i> So huge, so hopeless to conceive as these that twice befall	<i>V. Markova:</i> Огромное – не представить себе – в бездне теряется взгляд.

That is why, one should not forget that any translation should be creative only in the scope set by the origin, any addition to the author’s thought or the image may distort the content of the origin.

During the comparative analysis of the Emily Dickinson’s poetry translation it has been also found out that in separate cases the translators are maximally close

to the unity of the content as well as to the form of the origin. For example, the translation of “I died for Beauty” by A. Gavrilov, “The Sky is low” by E. Linezkaya, “My life closed twice” by A. Kudravizkiy harmonically reproduce bright images characteristic for Emily Dickinson’s art and the iambic form of the poems (Table 4).

Table 4

“I Died For Beauty”	
<i>E. Dickinson:</i> Until the Moss had reached our lips –	<i>A. Gavrilov:</i> Шептались мы -- покуда мхи
And covered up -- our names –	Нам губ не оплели.
“The Sky Is Low”	
<i>E. Dickinson:</i> Nature, like Us, is sometimes caught	<i>E. Linetskaya:</i> Как нас, Природу в затрапезе
Without her Diadem.	Застать совсем нетрудно.
“My Life Closed Twice”	
<i>E. Dickinson:</i> Parting is all we know of heaven,	<i>A. Kudryavitsky:</i> В Прощаниях есть сладость Рая,
And all we need of hell.	Но все же их придумал Ад.

Conclusion

In conclusion it should be said that it is not always possible to save all the peculiarities of the author’s style and the poem’s content. That is why it essential for the translator to preserve the main image and idea which the author wanted

to create and show to his readers. In addition, despite the variety of ideas concerning the problem whether literary translation is possible or not, new translations constantly appear giving us the unique opportunity to widen our mental outlook and enrich our culture.

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Content and Language Integrated Learning: Lithuanian teachers' viewpoints

ABSTRACT

CLIL is an internationally-recognised approach to teaching a language and a subject simultaneously or in other words, teaching a non-language subject through the medium of a second or foreign language (L2). Having emerged from the evidenced-based, well-documented success of the Canadian immersion model for language teaching, in which mainstream curriculum content (e.g. Science) is delivered through the students' non-native language (e.g. French) (Cross, Gearon, 2013), CLIL has been widely used in Europe for over twenty years now and it has been considered to be an innovative and a successful approach in the promotion of multilingualism in Europe (Ioannou-Georgiou and Pavlos Pavlou, 2011). CLIL has been lately acknowledged in Lithuania as well. The Ministry of Education and Science of the Republic of Lithuania issued the Guidelines project which aim at encouraging a wider implementation of CLIL in the system of general education.

In spite of great potential and benefits that CLL offers (i.e. improvement of learners' language skills and subject knowledge alongside the development of their communicative skills and intercultural competence as well as promotion of diverse learning strategies, etc.), it raises some important issues for teachers implementing CLIL too. The essential questions about CLIL, as being pointed out by Ludmila Hurajová and Jana Luprichová (2015), are who should be responsible for teaching content through the second language and how this should be done. Evidently to become a good content or language teacher one has to be an expert not only in the content area but also have a deep

understanding of the cognitive, sociocultural and psychological elements of foreign language teaching and learning. In order to find out the Lithuanian teachers' readiness and willingness to apply CLIL approach in their teaching process, the research was carried out with the aim focusing on Lithuanian teachers' viewpoints of CLIL. The research sought to address the following four key questions: what CLIL is, why it is important to learn the subject and a foreign language together, what difficulties could a learner encounter while learning a subject and a foreign language together and finally, what difficulties could a teacher encounter while teaching a subject and a foreign language together. There were 36 different subject teachers from various schools of general education of Lithuania who participated in the research. The article provides the results of the qualitative research data analysis and the insights revealing the Lithuanian teachers' viewpoints of CLIL in the Lithuanian educational context.

Key words: *CLIL, language teaching, subject teaching, teachers.*

Introduction

CLIL is an internationally-recognised approach to teaching a language and a subject simultaneously or in other words, teaching a non-language subject through the medium of a second or foreign language (L2). Having emerged from the evidenced-based, well-documented success of the Canadian immersion model for language teaching, in which mainstream curriculum content (e.g. Science) is delivered through the students' non-native language (e.g.

French) (Cross, Gearon, 2013), CLIL has been widely used in Europe for over twenty years now and it has been considered to be an innovative and a successful approach in the promotion of multilingualism in Europe (Ioannou-Georgiou and Pavlos Pavlou, 2011). According to professor Coyle's (2010) 4Cs Framework, the teaching purposes of CLIL can be summarized with four words: Communication (language being the means of learning content and the means of communication), Content (focusing on learning the contents),

Culture (fostering intercultural understanding and global citizenship), and Cognition (engaging students in higher order thinking skills).

According to the European Centre for Modern Languages of the Council of Europe (ECML) (<http://www.ecml.at/Thematicareas/ContentandLanguageIntegratedLearning/tabid/1625/language/en-GB/Default.aspx>) recent developments in CLIL have focused more specifically on academic literacies as well as on the use of CLIL approaches in the teaching of the language of schooling/majority language. CLIL is considered to be important due to the following reasons: firstly, it enriches the content of language learning and teaching making it more interesting and more challenging for learners, enhancing their cognitive powers more instead of focusing only on the development of linguistic competences. Secondly, combining language classes with subject learning is a way of using time more efficiently. Thirdly, it helps learners to foster subject literacies, i.e. the language of the subject, familiarizing learners with specific

linguistic and discourse features of a particular subject. Some scholars (Johnstone, McKinstry, 2008) also enumerate advantages of CLIL: it develops confident learners, enhances their academic cognitive processes and communication skills, encourages intercultural understanding and community values, helps learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language, facilitates learners to gain more extensive and varied vocabulary in the target language, helps learners reach proficiency levels in all four skills of L, S, W, R.

However, the ECML foresees several challenges in the application of CLIL. One of the key challenges in CLIL is how to optimise both language and subject teaching so that learners obtain in-depth knowledge of the subject in a foreign language as if it were gained in their own native language. The other challenge is the development of CLIL teaching methodologies to generate optimal learning. Finally, positive approach of all the stakeholders, clear expectations

of CLIL. However, the most important issue, in the application of CLIL seems to be quality assurance: *cognitively demanding lesson frameworks* presented in the form of tasks that are *linguistically accessible* to students. Similarly to the challenges pointed out by the ECML, other researchers (Nguyen, Thuy, 2016) emphasise the shortage of competent CLIL teachers as well as raise the question of the appropriate level of the language in CLIL (teachers' and students' linguistic readiness); they also mention important changes in teachers' role and methodology and highlight the necessity of collaboration and team teaching.

In spite of great potential and benefits that CLIL offers (i.e. improvement of learners' language skills and subject knowledge alongside the development of their communicative skills and intercultural competence as well as promotion of diverse learning strategies, etc.), it raises some important issues for teachers implementing CLIL too. Infante, D., Benvenuto, G., Lastrucci E., (2009), for instance, mention the

following problems in the application of CLIL: the lack of materials available, the absence of collaboration, the lack of interest from the teachers of the same class or of the same school, having difficulties in properly integrating content and language, creating an authentic and real setting in the classroom.

It should be pointed out that there is a considerable amount of research into CLIL carried out; there are also developments of practical CLIL methodology, much of them stemming from ECML projects on CLIL, including frameworks for implementing skills, descriptors of the competences used in subject learning as well as resources for plurilingual activities in primary and secondary learning. The ECML also offers a lot of supporting materials for the promotion and implementation of CLIL. The publications, such as: *The European Framework for CLIL Teacher Education* (2011) provides a set of principles and ideas for designing curricula for professional teacher development in the area of content and language integrated learning (CLIL) as

well as serves as a tool for reflection; *CLIL-LOTE-START - Integriertes Sprachen- und Fachlernen in anderen Sprachen als Englisch (Für Einsteiger)*(2011) offers insights into different forms and ways of putting into practice content and language integrated learning (CLIL) in primary and secondary education, pre- and in-service teacher education, as well as in the field of research and school development. It promotes the CLIL approach to a wider target public, beyond the area of specialists. The latest publications go further beyond *CLIL: A pluriliteracies approach to teaching for learning (2015)*, that builds on CLIL approaches to help learners become better meaning-makers, who can draw on content knowledge to communicate successfully across languages, disciplines and cultures in this way promoting deep learning and helping learners become responsible, global citizens.

On the practical level, a lot of information about the extent of practical application of CLIL is provided by Eurydice (2012).

According to Eurydice data in nearly all European countries, certain schools offer a form of education provision according to which non-language subjects are taught either through two different languages, or through a single language which is 'foreign' according to the curriculum (with exception of Denmark, Greece, Iceland and it is not widespread across education systems. Belgium (German-speaking Community), Luxembourg and Malta are the only countries or regions within countries in which CLIL provision exists in all schools throughout the whole education system.

CLIL has been lately acknowledged in Lithuania as well. Recently the Ministry of Education and Science of the Republic of Lithuania has issued the *Guidelines project* which aims at encouraging a wider implementation of CLIL in the system of general education in Lithuania. Although there have been several EU-funded projects carried out in Lithuania since 2001, there seems to be the lack of systemic approach towards the implementation of CLIL in Lithuania in the formal national educational system.

From the theoretical point of view, CLIL has been in the focus of attention of many foreign and Lithuanian researchers encompassing the problems of application of CLIL in primary, secondary and tertiary levels. Ioannou-Georgiou and Pavlos Pavlou (2011), for example, describe the application of CLIL at primary and pre-primary education, discuss the theoretical background as well as practical issues pertaining to CLIL implementation, encompassing the smooth transition of students into the new learning and teaching approach of CLIL. They also describe the gradual steps how to increase L2 use and create and maintain a supportive learning atmosphere by catering to the students' affective, learning and language needs. Their work fills the gap of still inadequate literature to support the practitioners.

Other scholars (Cross, Gearon, 2013) focus their research on the issues of how teachers are prepared to implement CLIL in Victorian schools in Australia, what factors support or inhibit the CLIL approach, whether it improves learners' motivation and engagement in learning a language.

Their research findings reveal that more communication with parents and wider school community, school commitment is needed as well as generating confidence in CLIL and preparing professionals. Feasibility of CLIL is possible but confidence in it is still to be developed.

The latest research findings presented by Linh Nguyn and Thi Thuy (2016) show the difficulties of the application of CLIL in the Vietnamese context, where CLIL is implemented in the formal national education system. In Vietnam they have encountered the following obstacles hindering the application of CLIL: unclear declaration by the government regarding the objectives of CLIL; lack of qualified teachers both in content and language; students' readiness as only the gifted students were chosen for the application of CLIL and finally lack of CLIL materials.

Yvonne Mathole (2016) discusses the issues of using CLIL in a diverse multilingual South African schools as a way to help learners improve the process of learning languages firstly their mother tongue ahead of anything

else then easily acquiring more languages, and lastly finding it easier to understand other subject contents.

The research results of the pedagogical experiment carried out in China by Cheng Liu, Xiaofang Wang (2013) proved the application of CLIL to be successful and lead to the conclusion that CLIL teaching provides a direction for college English teaching reform in China and that CLIL will improve the effect of college English teaching in their country.

Other researchers such as Ľudmila Hurajová and Jana Luprichová (2015) discuss the suitability and feasibility of the application of CLIL approach in Higher Education Institutions within the framework of the internationalization of HE. G. Chmelíková (2015), L. Hurajová and J. Luprichová (2015) point out that for the successful application of CLIL the readiness and willingness of all the stakeholders is necessary in order to create a favourable learning environment, as well as the cooperation of subject and language teachers. The conclusion is made that views of all the stakeholders should be cleared out as a

necessary prerequisite for the application of CLIL in HE.

Lithuanian researchers are also interested in CLIL and concentrate on its different issues, however, there seems to be a larger attention given to the implementation of CLIL at the tertiary level.

L. Vilkancienė (2011) analyses key dimensions of both LSP and CLIL by looking at the main similarities and differences of both approaches and identifies the main aspects that can enrich traditional tertiary level language classes. Other researchers (Būdvytytė-Gudienė, Toleikienė, Alminienė, Bikulčienė, 2010) overviewed theoretical aspects of CLIL as well as presented practical materials to be exploited in the process of renewal of three study programmes: Educology, Special Pedagogy and Primary Education on the basis of CLIL at Šiauliai University. It should also be pointed out that in 2011-2012, after implementing the project of SOMID at Šiauliai University, CLIL method has been purposefully and actively applied in social sciences, for instance in Bachelor's Degree Programmes such as

education, social education, Primary education and Preschool education (lecturers of the subject and foreign languages are cooperating while preparing their lectures in teams at Šiauliai University (Didactic Innovations at Siauliai University, 2012).

However, the analysis of the theoretical literatures revealed, that in spite of the benefits of CLIL some important questions, as being pointed out by Ľudmila Hurajová and Jana Luprichová (2015), who should be responsible for teaching content through the second language and how this should be done, remain unanswered. Moreover, to become a good content or language teacher one has to be an expert not only in the content area but also have a deep understanding of the cognitive, sociocultural and psychological elements of foreign language teaching and learning. The above mentioned authors (Ioannou-Georgiou and Pavlos Pavlou, 2011) acknowledge the uncertainty many teachers feel about CLIL, because of the requirement for both language and subject knowledge.

What is more important, there should be teachers' commitment and belief in CLIL in order to gain success in its application.

In spite of the on-going research into application of CLIL in Lithuania, there is a noticeable lack of evidence about different stakeholders' views of CLIL. In order to fill this gap an attempt is being made to find out Lithuanian teachers views of CLIL. Thus, **the subject** of the article is Lithuanian teachers' attitude towards CLIL. **The aim** is to identify Lithuanian teachers' viewpoints of the possibilities and obstacles of the application of CLIL at schools of general education in Lithuania. In order to find out the Lithuanian teachers' readiness and willingness to apply CLIL approach in their teaching process, the qualitative research was carried out seeking to address the following four key research objectives / questions:

- 1) what is the Lithuanian teachers' understanding of CLIL;
- 2) why is it important to learn the subject and a foreign language together;

- 3) what difficulties could a learner encounter while learning a subject and a foreign language together and finally;
- 4) what difficulties could a teacher encounter while teaching a subject and a foreign language together.

Research participants: there were 36 teachers representing different subjects (history 4, ethics 6, mathematics 2, IT 2, physics 2, chemistry 4, geography 3, arts 5, theatre 3, German language 1, Russian language 1, English language 1, biology 2) and different regions (Vilnius, Klaipėda, Ukmergė, Alytus, Molėtai) from various schools of general education of Lithuania who participated in the research. In 2011 - 2013 the Institute of Foreign languages of Vilnius University administered the project financed by the European Structural Funds and the Lithuanian Ministry for Education and Science „*Development of Content and Language Integrated Learning (CLIL) in Education*“), project No.VP1-2.2-ŠMM-05-K-02-011 with 75 teachers of different subjects participating in it

from Vilnius, Klaipėda, Ukmergė, Alytus, Molėtai regions of Lithuania, therefore, the research sample was chosen to represent those regions. The teachers from these regions were randomly selected according to the following criteria: the length of teaching experience - more than three years'; three categories of teachers: teachers, senior teachers and expert teachers, 12 teachers to represent each category (36 teachers all in all).

The **methodology** of the research:

Social constructivism: people construct their personal understanding and this is not a simple mirroring of the transferred knowledge and skills, this is their personal reflection (Kukla, 2000).

The **methods** of the research were:

- *Analysis of the theoretical literature* on recent research on CLIL and its application.
- *Qualitative research:* structured interviews with teachers of different subjects (history, ethics, mathematics, IT, physics, chemistry, geography, arts, theatre, German language, Russian language, English

language, biology) to reveal teachers' approach to the possibility of CLIL application at contemporary schools of general education in Lithuania. The qualitative research was carried out in the end of 2014 and the beginning of 2015. The teachers who took part in the research were asked four questions concerning the application of CLIL. The questions of the interview were aiming at revealing the teachers' perception of CLIL, the importance of its application and finding out the obstacles that the learners and the teachers might encounter in the process of the application of CLIL in the teaching / learning process at Lithuanian schools of general education. All the participants' answers were on the basis of anonymity. The data of the structured interviews was analyzed by applying categories and subcategories for each question of the interview.

➤ *Theoretical modelling*: 'co-design' solution framework and stages suggested by Murray R., Caulier-Grice J., Mulgan G. (2010, p. 31-39) could be applied to the improvement of the implementation process of CLIL: *user-led design* ('user-led design' described as 'user engagement in design', with designers and professionals still playing key roles as orchestrators and facilitators), *re-designing services with users and developers* (multidisciplinary teams working collaboratively together), *engagement of ex-users* (involving people with know-how), *web-based tools for co-design* (sites for the interested ones), *creative thinking methods* (work of consultancy groups), *continuous improvement methods* (generating new ideas from pioneers in the field through quality circles), *quality circles* (volunteers meeting up to identify, analyse and solve

CLIL-implementation-related problems), *engaging citizens through media* (direct media engagement in processes).

As it has been mentioned above, the research questions aimed at finding out the Lithuanian teachers' viewpoints of CLIL. The data presented in Table 1 provide the research participants' answers to the first research question.

Research results

Table 1. Lithuanian teachers' viewpoints of CLIL.

CATEGORIES	SUBCATEGORIES	NUMBER OF STATEMENTS	EXAMPLES OF STATEMENTS
What is CLIL?	Several subject are being taught together	3	'<...>joining two subjects together<...>'. '<...>when two subjects (mathematics and IT) are taught in one lesson<...>'. '<...> when several subjects are integrated into one another<...>' '<...>renaissance being taught in a lesson of history and arts<...>', '<...>when the content of several subjects is presented together according to the context and aims of the lesson<...>'. '<...>when a subject (physical training for example, is explained in a foreign language<...>'. '<...>teaching a subject in a foreign language, the language is learnt faster<...>', '<...>when subject knowledge is complemented by the terms in a foreign language, and foreign language is being filled by separate subject knowledge<...>'. '<...>teaching a subject consistently in a foreign language, starting with separate words, term.<...>'. '<...> when subject is taught in a foreign language, the programmes are harmonized to fill each other<...>'. '<...>this is two in one<...>', '<...> A possibility to learn a language and a subject differently<...>', '<...>when one teacher teaches several subjects (foreign language and mathematics, history, geography)<...>', '<...>it is the way to improve the learning process of a language and a subject, it motivates learners and provides more possibilities for a teacher to improve. <...>'. '<...>some themes of the subject are taught in a foreign language<...>' '<...>some words or phrases are included in a foreign language<...>' '<...>using some foreign language knowledge in a subject lesson and vice versa<...>', '<...>When
	Subject being taught in a chosen foreign language with an aim to teach both – the subject and the foreign language	25	
	Subject being taught in a native language and a foreign language together	8	

			some time of a subject lesson is devoted to teaching some useful phrases words in a foreign language <...> ‘<...>when a particular subject is being taught together with a foreign language (mathematics), e.g. terminology, words phrases are being used in two languages <...>’ ‘<...>when foreign language is taught not only in a language lessons<...>’.
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The analysis of the research data made it obvious that Lithuanian teachers’ viewpoints of CLIL could be considered to be positive, as the majority of the qualitative research participants demonstrated good understanding of CLIL (*subject being taught in a chosen foreign language with an aim to teach both the subject and the foreign language*) and only less

than a third of the respondents had a slightly misleading understanding of CLIL (*subject being taught in a native language and a foreign language together*).

The data presented in Table 2 reveal the research participants’ answers to the second research question.

Table 2. Lithuanian teachers’ viewpoints of the significance of CLIL.

CATEGORIES	SUBCATEGORIES	NUMBER OF STATEMENTS	EXAMPLES OF STATEMENTS
Why is it important to learn the subject and a foreign language together?	Teachers’ and students’ skills are developed better	4	‘<...>all the school staff should be more supportive <...>; ‘<...>more interesting<...>; ‘<...>innovative teaching methods could be applied, language teachers could cooperate with subject teachers more, share their experience<...>; ‘<...>it is a challenge for teachers and students<...>’..
	It is good for practical reasons: study and / or work abroad	16	‘<...>students will be prepared for the studies or / and work abroad<...>’ ‘<...>useful for students’ mobility<...>’ ‘<...>many learners are thinking of going abroad to gain their education<...>’ ‘<...>students will need this at universities, they would be prepared to read the professional literature<...>’ ‘<...>wider perspectives for students in the EU labour market<...>’.
	Language skills are developed faster when it is learnt in an integrated way	8	‘<...>lots of material in the English language on different subjects<...>; ‘<...>there are more possibilities to practice a foreign language<...>; ‘<...>different abilities should because to grasp the increasing amounts of information<...>;

			'<...>more terminology is acquired in a foreign language<...>'; '<...>useful, convenient, innovative<...>'; '<...>the scope of literature is expanded in this way, learners are acquainted with the <...>'; '<...>foreign language knowledge is improved, language skills are developed better, world outlook is broadened<...>'; '<...>specific vocabulary is developed<...>'; '<...>more competences are developed<...>'; '<...>future perspectives are developed<...>'; '<...> future students will be able to find professional literature in the English language, could communicate with foreign students, could understand foreign language<...>'.
	It is not important at all	8	'<...>additional workload for a teacher<...>'; '<...>Lithuanian identity is being damaged, students should be educated as Lithuanians<...>'; '<...>the school is not prepared to teach the subject and a foreign language together in an integrated way<...>'; '<...>perhaps it will not do much harm<...>'; '<...>it is a consequence of fashion: everybody does, so we have to do that too<...>'; '<...>this is only fashion, as those who will need the language will learn without any integration<...>'; '<...>learning the subject will deteriorate<...>'; '<...> neither the subject nor the language will be learnt by average learners <...>'; '<...>subjects should be learnt in a national language<...>'.

The Lithuanian teachers' perception of the significance of CLIL seems to be lacking depth and breadth, as most teachers are not very well familiar with the methodology of CLIL (four Cs and the framework of 3 As, etc.). The greatest advantage of CLIL was considered to be a very practical one- it is beneficial for learners' studies or work abroad. An equal number of the respondents provided the opposing views: some of them explained that learners' language skills are developed faster when it is learnt in an integrated

way, while others expressed the opinion that it is not important at all. Only very few teachers saw the real benefits of CLIL to learners and teachers. Therefore it might be assumed that, a more positive approach to CLIL should be fostered among teachers and all other stakeholders, and expectations of CLIL should be more explicitly explained to them.

The data presented in Table 3 show the research participants' answers to the third research question.

Table 3. Lithuanian teachers' viewpoints of difficulties learners might encounter in CLIL.

CATEGORIES	SUBCATEGORIES	NUMBER OF STATEMENTS	EXAMPLES OF STATEMENTS
What difficulties could a learner encounter while learning a subject and a foreign language together?	Not enough language knowledge, not enough subject knowledge	20	'<...>subject would be presented in a superficial manner, no depth of the subject knowledge would be transferred<...>' '<...>the focus on language not the subject, the subject knowledge would deteriorate<...>' '<...>the knowledge of the language is insufficient to gain the specific subject knowledge<...>'; '<...>lack of specific terminology<...>' '<...>twofold difficulty<...>' '<...>it is difficult to learn the subject even in the Lithuanian language<...>'; '<...>the lack of language knowledge would limit the learning of the subject<...>'.
	Lack of motivation, lack of time, increased workload	10	'<...>weaker students would have to face two difficulties<...>', '<...>lack of time<...>', '<...>students have a huge workload, it is difficult to learn the subject in the Lithuanian language<...>'; '<...>additional workload<...>'; '<...>more challenges during lessons, fear to make mistakes<...>', '<...>unwillingness<...>'; '<...>longer preparation for lessons<...>'.
	The subject could only be learnt well in the native language	6	'<...>students' native language will deteriorate<...>' '<...>negative attitude towards a foreign language<...>' '<...>students do not know how to write and pronounce properly in their own native language <...>'; '<...>no use in that at all<...>' '<...>if both language and subject teachers worked together, less difficulties for students<...>' '<...>there should be methodology of such work developed<...>'; '<...>it depends on individual learners<...>'; '<...>in-depth subject knowledge could only be gained in the native language<...>' '<...>the native language will deteriorate<...>'; '<...>lack of resources<...>' '<...>unclear evaluation criteria<...>' '<...><...>'.

The teachers expressed a clear concern for students, as their workload might increase significantly, lowering their motivation to learn even more. The teachers were nearly equally worried about their students'

inadequate academic foreign language skills necessary to gain the subject knowledge. Only the minority expressed the opinion that the subject content could only be well-learnt in one's native language.

The data presented in Table 4 answers to the fourth research question. reveal the research participants'

Table 4. Lithuanian teachers' viewpoints of difficulties teachers might encounter in CLIL.

CATEGORIES	SUBCATEGORIES	NUMBER OF STATEMENTS	EXAMPLES OF STATEMENTS
What difficulties could a teacher encounter while teaching a subject and a foreign language together?	Lack of foreign language knowledge	12	'<...>one has to learn the language well<...>' '<...>good pronunciation is necessary<...>' '<...>lack of knowledge<...>' '<...>teachers should have a diploma to teach both the subject and the language<...>' '<...>teachers might feel discomfort due to the lack of foreign language, this might inhibit their freedom to teach the subject<...>' '<...>difficult to deal with different language knowledge level of students<...>'.
	Lack of time, increased workload	16	'<...>more time should be allocated for the understanding of the material<...>' '<...>more energy and time should be spent for the preparation of the lesson<...>' '<...>lack of experience, too little information about how to do it<...>' '<...>subject quality would go down<...>' '<...>lack of methodology, resources<...>' '<...>increased workload<...>'; '<...>the subject will not be fully delivered as the time will be spent on the explanation of the language issues<...>', '<...>lack of textbooks<...>', '<...>no additional financial support for such teaching<...>' '<...>unwillingness and too big workload<...>' '<...>special preparation is necessary<...>'; '<...>language teacher would lack subject knowledge and subject teachers would lack language skills, superficial learning would be the outcome<...>'; '<...>lack of the support from school and the school environment<...>'; '<...>unclear evaluation<...>'.
	No proper conditions for integration of CLIL at schools	8	'<...>no additional funds/ payment for teachers for such teaching<...>' '<...>no resources, textbooks<...>' '<...>no evaluation criteria<...>', '<...>lack of cooperation with colleagues<...>' '<...>unsatisfied parents<...>' '<...>less time to cover the subject curriculum<...>', '<...>subject could only be taught superficially<...>' '<...>lack of specialists who are prepared specifically for CLIL<...>', '<...>the number of students in the classroom is big<...>', '<...>more additional lessons should be added<...>' '<...>different language level/ or and languages of students<...>', '<...>lack of additional help for teachers<...>'..

The analysis of the research data made it evident that teachers are worried about the quality assurance, as most of them think that they lack the language knowledge to transmit the subject content well. Most of them expressed the belief that it will be very difficult for them to become good CLIL teachers, as it will increase their workload significantly, diminish their motivation and time. Most importantly they admitted the lack of necessary favourable teaching/ learning environment, which means lack of school support, resources, expertise knowledge and finances.

Conclusions

A more *systemic approach* is needed to better implement CLIL approach at Lithuanian schools of secondary education: more orchestrated efforts of formal and informal

educational section, forming clusters of educational institutions. It could be assumed that the success of CLIL might rest on the participation and involvement of a wide variety of interests being represented by different stakeholder groups. The theoretical model presented by Murray R., Caulier-Grice J., Mulgan G. (2010) could be applied to the improvement of the implementation process of CLIL.

All the stakeholders' (policy makers, administrators, teachers, students, parents) approach to CLIL should be strengthened in order to gain their support and more positive attitude to CLIL implementation on all educational levels: primary, secondary, tertiary in Lithuania.

CLIL teacher training programmes should be offered to students that would guarantee quality assurance of the teaching / learning process.

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Multilingual strategies for integration of ethnic minorities into society (Using the example of Georgia)

ABSTRACT

Like any other country with a multilingual environment, the representatives of ethnic minorities in Georgia still face problems of integration into society unless they have a good command of the state language. As is known, in order to command a language (whether it is a state, regional, foreign or a minority language), the policy employed must be based on certain principles in accordance with the state policy regarding the issue.

Based on the above, the research subjects of this article are to discuss (1) measures taken by the Georgian state to solve the issues regarding multilingual education and (2) outline challenges and future prospects in this respect.

Key words: *Multilingual Education, Georgia, ethnic and language minorities.*

As is known, in order to command a language (whether it is a state, regional, foreign or a minority language), the policy employed must be based on certain principles in accordance with the state policy regarding the issue.

Georgia, as a multi-ethnic and multilingual country, also faces such a problem and therefore is interested in the integration of ethnic and language minorities in the society. Tbilisi State University interdisciplinary project aims at exploring the issues of multilingual

education regarding minorities on the basis of empirical data from the participants of the pilot multilingual education programme. More specifically, the project aims at studying the range of problems the ethnic minorities face in Georgian reality regarding multilingual education with a view to specifying these issues to be solved in order to encourage the process of their successful integration into Georgian society.

Despite the fact that the data of local and international studies mostly yield positive results about the effects of the multilingual education regarding the linguistic or cognitive development of a schoolchild (Baker, 2010), it is obvious that multilingual education still faces challenges which need to be solved.

Clearly, like any other country with a multilingual environment, the representatives of ethnic minorities in Georgia still face problems of integration into society unless they have a good command of the state language.

Based on the above, the research subjects of this article are to discuss (1)

measures taken by the Georgian state to solve the issues regarding multilingual education and (2) outline challenges and future prospects in this respect.

1) Measures taken by the Georgian state to solve the issues regarding multilingual education.

It can be claimed that the issues regarding multilingual education have already been recognised and the first steps have already been made to identify and deal with them. However, it is clear that the issue has not been finally resolved. It is noteworthy that the significant factors involved in determining effectiveness of multilingual programmes in Georgia have already been explored; specifically, these include:

a) Types of multilingual education programmes;

b) Resources available for the schools involved in such programmes; to what extent the values embedded in such programmes are shared by all those active in taking part in the project and how high is the involvement of parents and the

community in the process of planning and implementation of the programme.

c) Multilingual Education Programmes carried out in 26 schools from the regions of Kvemo Kartli and Samtskhe-Javakheti, participating in the piloting project in 2010 - 2012 (Tabatadze, 2008; 2010¹).

The results of the research revealed that the multilingual programmes carried out in schools generally did not have either sufficient personnel resources or established aims and vision to successfully establish the programmes. In addition, neither the involvement of parents and community were ensured nor were the programmes fully orientated on the factors determining effectiveness. Consequently, the presented multilingual programmes did not prove to be well-equipped enough to achieve the results set for these programmes.

Interestingly, the multilingual programmes focussed on the then current situation and personnel resources available and thus the programmes did not project on the ultimate goals and measures to be taken to achieve them (Tabatadze, 2010²).

Recently, different types of testing and piloting of multilingual education were carried out and attempts have been made to adjust them to the Georgian context. A two-year long Multilingual Education Programme (2006 - 2008) was carried out by the Swiss NGO "Cimera" under the financial support of the OSCE High Commissioner on National Minorities in 12 schools of Kvemo Kartli and Samtskhe Javakheti. In addition, in 2008 under EU support the Ministry of Education elaborated a policy document and an action plan (2009 – 2014 - "Integration of the national minorities through multilingual education". According to the action plan, on March 31, 2009 "The Programme of encouraging multilingual education" was signed by the Minister of Education and Sciences (Regulations for the Multilingual education programmes: 2010; Multilingual education strategies and action plans, 2009 - 2014; Grigule, 2010).

The complex of the above-mentioned activities laid the foundation for the implementation of multilingual education programmes in non-Georgian schools.

Therefore the Ministry of Education and Sciences offered such schools several programmes to choose from. As well as this, according to the regulations of 2010, the schools were presented with an opportunity to elaborate their own preferred multilingual programmes to be endorsed by the Ministry.

In addition, according to the changes made to the Law, the development and encouragement of multilingual education became the part of the functions of the Centre for National Curriculum and Assessment (the policy of 2005 regarding the decision to be implemented from 2011) that in non-Georgian schools the state language and social sciences were to be taught only in the state language. The programme "The Georgian language for future success" was established, aiming at encouraging ethnic minorities to improve their knowledge of the state language. It is also worth noting that this is a large-scale programme of which multilingual education is only one of the components (Assessment of Civic Integration of National Minorities in Georgia, 2010).

In 2012 a standard of a bilingual teacher was elaborated and methodological resources for the teachers involved in multilingual education (within the framework of the multilingual education encouragement) were translated and published under the financial support of the OSCE High Commissioner on National Minorities (Grigule, 2012). In addition, each of the endorsed textbooks from the first to the sixth form was translated into Armenian, Russian or Azeri languages. In these textbooks 30% of the material is provided in Georgian and 70% in one of the other three above mentioned languages. The so-called **multilingual textbooks** were employed in piloting schools as recommended academic material (Results of the monitoring for fulfilling the action plan and national conception of civil integration and tolerance in 2012 - 2103, Tbilisi, 2014). The current law for general education provides direct instructions about bilingual education programmes. However, learning and teaching social sciences in the state language proved to be

impossible for Kvemo Kartli and Samtkhe-Javakheti which was frequently mentioned at the meetings of the monitoring group with the teachers, parents and school administration. The afore-mentioned norm is considered to be unacceptable in the context of bilingual education: learning and teaching history and geography as well as other subjects of social sciences requires highly developed linguistic skills which may be a target and not a means of achieving linguistic competence (Results of the monitoring for fulfilling the action plan and national conception of civil integration and tolerance in 2012 - 2103, 2014).

As mentioned above, the translation of only 70 % of the academic material into ethnic minority languages poses a serious problem for non-Georgian schools both in Samtskhe-Javakheti and Kvemo Kartli. Obviously, the material in the Georgian language cannot be acquired effectively by the students. In addition, the creation of bilingual textbooks (70% of the material in their native language and 30% in Georgian) was considered to be **the major direction of the bilingual**

(multilingual) education reform which is an utterly unacceptable and undemocratic decision. It is worth noting that such a project has not yet been supported by any country interested in this issue. What is more, this "experiment" did considerable harm to the prospect of multilingual education in Georgia; most saddening is the fact that the ultimate principle of the multilingual education was impaired - enhancement of linguistic competence should not be carried out at the expense of limiting and decreasing the subject components. (Results of the monitoring for fulfilling the action plan and national conception of civil integration and tolerance in 2012 - 2103, 2014).

2) Outline challenges and future prospects of multilingual education in Georgia

The fact that monolingual non-Georgian schools are not effective is well-recognised. It is also an established fact that such schools do not provide conditions for their pupils to become integral parts of Georgia's political,

economic, social and cultural life (International Crises Group, 2006; Centre for European minorities, 2003 - 2010; OSCE High Commissioner on National Minorities 2002 - 2010). Therefore, the necessity for school reforms brought about the issue of the multilingual education programmes in order to enhance the degree of education in such schools and the degree of integration of such students into society.

It is worth noting that there is one more multilingual education model practised in Georgia. There are 14 Russian schools and 135 Russian sectors at the moment in Georgia which makes it obvious that for the majority of the students of the Russian schools and sectors Russian is not a native language.

In these schools the language of tuition for the majority of pupils is neither a mother tongue nor a dominant language. This model is referred to as a "prestigious emigration model" by Tabatadze (Tabatadze, 2010¹) who argues that it needs modifying and revising (Tabatadze, ¹).

In the Georgian context it is interesting to analyse the "transit" multilingual programme which ensures full tuition in the minority language at the primary stage (to ensure academic progress) and smooth and gradual transition towards the State language. In the USA and Britain these programmes are referred to as "weak" and less effective. However the situation is different in Georgia for three reasons: a) the status and prestige of minority languages in Kvemo Kartli is quite high. Therefore the students will neither develop a negative attitude to their native languages nor lose confidence.

b) the majority of the school teachers are monolingual regarding their native language (and not the state language)

c) the environment beyond the school space in Kvemo-Kartli and Samtskhe - Javakheti is largely monolingual (Georgian is not used in communication) (Tabatadze, 2010²).

However, due to the above mentioned three factors, if the multilingual education programme is well-planned, it will work

effectively. It is particularly important to implement "late" transition multilingual programmes in Georgia at the primary level of education. As well as this, we believe that multilingual programmes must also be implemented at a later stage of school education with a gradual increase in the percentage of the employment of the state language.

Doubtless, a "strong" multilingual programme is most effective although out of 26 schools it was selected by only 7 schools (the "weak" model was selected only by 3 schools). It is also obvious that this type of programme alone cannot guarantee an effective result. In this respect, the following two issues should be considered regarding the lack of qualified resources in the region:

- a) The lack of qualified teachers;
- b) The lack of qualified administrators;

About 60% of the teachers of the Georgian language do not possess sufficient knowledge of this subject themselves (Melikidze, 2010). In this respect, the situation is especially acute in the districts (Marneuli, Akhalkalaki,

Ninotsminda, Tsalka) with compactly inhabited ethnic minorities. In these regions 70 - 80% of the Georgian teachers are on A1 or A2 level of CEFR (Results of testing provided by CCIIR, 2011). Interestingly, 94% of teachers of other subjects of the region indicated that they would not be able to teach multilingual programmes due to their lack of competence in Georgian.

In addition, it is also noteworthy that the teachers of the region under study also revealed that they are not involved in professional development programmes. For instance, only the teachers of the Georgian language and literature and native (minority) language and literature for primary schools answered the question positively.

Another problem which emerges in this respect is the lack of younger personnel. According to the data provided by the Ministry of Education and Sciences, about 46.7% of teachers working in non-Georgian schools are above 45. It is not possible to prepare the next generation of teachers for non-Georgian schools in Georgia due to the

lack of interest towards the profession and qualified teachers of the speciality. As well as this, the number of the ethnic minorities at educational programmes is quite low (UN Association, 2010). Until 2015 future teachers for multilingual programmes were not prepared at any University of Georgia. In 2015 a BA programme in multilingual education for primary school level teaching started at TSU which is, without doubt, a significant step forward in respect of preparation of personnel for minority schools.

The lack of administrative resources is also an acute issue. Specifically, 98.6% of school directors participating in the project expressed a lack of information regarding the Multilingual Programmes and did not intend or plan to be involved

in them. (Tabatadze, 2010¹) This indicates that the school administrations currently are not ready to cope with the issue.

* * *

It is clear that despite positive developments, the ineffectiveness of multilingual education in Georgia is still persistent and acute and is once again confirmed by the low degree of competence in Georgian of the Azeri and Armenian students enrolled at TSU (and in other universities) after finishing the State Multilingual Programme in Georgian. The problem is even more serious when such students select to major in English philology.

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Results of the monitoring for fulfilling the action plan and national conception of civil integration and tolerance in 2012 - 2103, Tbilisi 2014

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MULTILINGUAL RESEARCH: CHALLENGES AND PERSPECTIVES

ABSTRACT

The purpose of the research is to find out the peculiarities of the concept MULTILINGUALISM as one of the key components of the conceptual sphere LANGUAGE POLICY. The first part of the article concentrates on defining the key notions of the research: *language policy*, the instrument serving as the regulator for the functioning of several languages on the particular territory, and *multilingualism*, the speaker's ability to speak several languages and the co-existence of several languages within a particular geographical territory. As language policy is a multidimensional notion, in terms of cognitive linguistics it is considered to be a conceptual sphere, with MULTILINGUALISM being one of its core concepts. The second part of the article deals with the detailed analysis of the frame structure of the concept MULTILINGUALISM as one of the key components of the conceptual sphere LANGUAGE POLICY. Analysing cognitive features of *multilingualism* as a phenomenon, we single out the slots composing the frame structure of the concept MULTILINGUALISM and single out the lexical units representing each of the slots in the modern English language. We come to the conclusion that the conceptual sphere LANGUAGE POLICY is very multisided and includes a number of other concepts requiring further consideration. **Key words:** *multilingualism, multilingual research, linguistic perspective, psycholinguistic perspective, sociolinguistic perspective.*

Key words: *globalization, internationalization, language policy, multilingualism, frame structure, slot, cognitive feature.*

Introduction

Nowadays, it is hardly possible to imagine our life without communication in its broadest sense. This interaction occurs both on national and international levels. In order to make the process of

communication successful, one must be aware of some linguistic, cultural and political issues.

Language policy is the point where linguistics meets politics. The so-called *linguistic legislation* serves as a medium

through which the information is successfully and correctly transferred from one speech community to another. The language here serves as a means of communication, the key component that makes the communication possible as such.

Modern Europe is characterized by linguistic diversity that is why it pays special attention to the phenomenon of multilingualism, which, as well as the other linguistic processes has to be controlled and regulated by the instruments of language policy.

Theory

One of the most significant and all-embracing features of the modern world are *globalization* and *internationalization*. Due to their peculiarities, they are unavoidably constructing a new sociolinguistic situation. In order to keep this situation under control and be able to deal with its consequences, we need to understand its very essence and regulate its influence on language.

This is what *language policy* is concerned with. Many countries design their own language policy in order to favor or discourage the use of a particular language or set of languages. Language policy deals with official efforts to affect the relative status and use of one or more

languages. Language policies of one sort or another have featured in human history from the earliest times (Burnaby, 2015). The history knows the examples when some nations have used language policies as a tool for promoting one official language at the expense of other. However, nowadays, the language policies of many countries are aimed at protecting and promoting regional and ethnic languages whose viability is threatened. In other words, language policy is what a government does either officially through legislation, court decisions or policy to determine how languages function, cultivate language skills needed to meet national priorities or to establish the rights of individuals or groups to use and maintain languages.

It should be noted that where languages or their varieties are endangered, language policy often takes the form of specific ideologies that underlie language planning strategies. Its goals may be specific and practical in nature, such as orthographic reform, or more emblematic, such as measures for the promotion and protection of vulnerable languages (Grenoble, 2013).

The overview of theoretical literature dedicated to the analysis of the essence and components of language policy makes it

possible to state that it is a very wide notion which includes a number of different understandings. Some of them will be presented in the current paper.

Some linguists equate the notion *language policy* to the practical measures of the state dealing with the status of the state language, its functions, protection of monopolistic use of the state language in the most important social spheres, regulations of the use of local languages. In this context, the state language is considered to be the dominating one and language policy is regarded as the deliberate attempt to change an individual's or community's use of a language or languages or a variety or varieties.

Another point of view suggests that language policy is all the decisions taken by the state or a social body aimed at using one or several languages on the real or virtual territory and regulating the process of their functioning (Russo, 2007, p. 97).

Some nations include a language policy in their constitution. For example, France declared French as its official language in amending its constitution before it joined the European Community in 1992, and many Arab countries combine a statement about Arabic as their national language alongside their proclamation of Islam as their official religion. Other

countries have established language laws outside of their constitutions. For example, New Zealand, where English is dominant, has laws making Maori and New Zealand Sign Language official languages along with English (Spolsky, 2011, p. 1).

However, in terms of the present research the attention is concentrated specifically on the European language policy. Europe is characterized by the high proportion of people with multilingual skills. It is claimed that more than half of Europeans speak more than one language, and three quarters want their children to learn English.

As part of its efforts to promote mobility and intercultural understanding, the EU has designated language learning as an important priority, and funds numerous programmes and projects in this area. Multilingualism, in the EU's view, is an important element in Europe's competitiveness. One of the objectives of the EU's language policy is therefore that every European citizen should master two other languages in addition to their mother tongue (Language Policy, 2016).

It is necessary to point out that linguistic diversity is a key property of Europe's identity, and both the EU Institutions based in Brussels and the Council of Europe (CoE) based in

Strasbourg have been active in promoting language learning and multilingualism/plurilingualism. The major language policy agencies in these two institutions are the Unit for Multilingualism Policy within the Directorate-General of Education and Culture in the European Commission and the Language Policy Unit of the Directorate of Education in the Council of Europe.

Multilingualism is a common and increasing phenomenon in a present day society which can be studied from different perspectives. The CoE makes a distinction between plurilingualism as a speaker's competence (ability to use more than one language) and multilingualism as the presence of various languages in a given geographical area. The EU uses multilingualism for both (sometimes specifying 'multilingualism of the individual') (Multilingual Europe, 2008, p.14).

Besides, multilingualism is one of the competences that a modern specialist should possess in order to be successful in his career. This idea has been a central one in the European policy since the very beginning of the European Union existence. However, the first official guidelines on multilingualism were

highlighted by the European Commission only in 2005.

It is worth emphasizing that a way towards multilingualism is a set of actions aimed at supporting educational programs; it presupposes learning at least two foreign languages and performing activities aimed at preserving language diversity, increasing the time for learning foreign languages. Not a single official document mentions obligatory learning of one particular language. As a result, the language policy of every state should be balanced and reasonable. The language totalitarianism is impossible in our modern multinational global community.

As a democratic organisation, the EU has to communicate with its citizens in their own language. The same goes for national governments and civil services, businesses and other organisations all over the EU. Europeans have a right to know what is being done in their name. They must also be able to play an active part without having to learn other languages.

As for our research, we understand multilingualism to be the presence of various languages in a given geographical area, and consider this very definition to be the key one for the present paper. Besides, it is one of the major components within language policy.

However, it should be mentioned that, from the point of view of linguistics, language policy is much broader than just a notion. It is a mental structure that embraces a number of components, aspects and associations formed as a result of studying this phenomenon and experiencing it.

In terms of cognitive linguistics, LANGUAGE POLICY may be considered a *conceptual sphere*, a set of semantic, conceptual and associative characteristics, actualizing its constituting concepts (Pugach, 2015, p.859). The concept, in its turn, is understood as an integrator of consciousness, language system and culture, consequently providing their access to the communicative and discursive levels (Berlin, 1999, p. 270).

Following these definitions and considering the fact that language policy regulates the use of various languages (multilingualism) by particular people within a particular territory, we may state that in terms of cognitive linguistics MULTILINGUALISM may be considered as a concept within the conceptual sphere LANGUAGE POLICY.

Method

In the process of the research, several methods of linguistic and conceptual analysis have been applied. In order to single out the linguistic units that would serve as the factual material for our research, a continuous sampling method was used. The next step was to clear up the definition of every linguistic unit, so we used the structural methods (method of dictionary definitions analysis and componential method).

Later on, we applied the conceptual method of analysis, in particular the method of frame analysis, lying in composing the frame structure of the concept MULTILINGUALISM as a component of the conceptual sphere LANGUAGE POLICY. The frame structure of the concept consists of several slots, each representing a particular mental feature of the concept MULTILINGUALISM.

Discussion and Results

In order to compose the frame structure of the concept MULTILINGUALISM as one of the components of the conceptual sphere LANGUAGE POLICY, we have analysed more than thirty definitions of

multilingualism as a linguistic phenomenon.

The analysis of factual material makes it possible to single out ten core cognitive features of the concept MULTILINGUALISM as a component of the conceptual sphere LANGUAGE POLICY: *'Multilingual Education'*; *'Speaker's Competence'*; *'Something Having a Specific Purpose'*; *'Means of (Inter)cultural Communication'*; *'Coexistence of Several Languages in One Specific Territory'*; *'Something Containing Specific Components'*; *'Means of Internationalization in Europe'*; *'Something Presupposing the Existence of Lingua Franca (English)'*; *'A Phenomenon Caused by Specific Factors'*; *'Something Attracting People's Attention'*. Each of the features has means of its verbal representation in modern English and may be considered the central one for every slot within the frame structure of the concept under review.

The analysis of the factual material allows us to state that the most numerous slot representing the frame structure of the concept MULTILINGUALISM in the modern English language is the one containing the cognitive feature *education*. These lexical units compose the first slot entitled as MULTILINGUAL

EDUCATION. According to the works of scholars, who investigate the presence of a multilingual component in the curriculum of modern educational institutions, "...development of multilingual education programs aiming to promote language proficiency in more than two languages is becoming increasingly widespread..." (Bernaus, p. 87-88). The analysed material has shown that this slot is verbalized by twenty-four lexical units, such as *the role of relative language status on the attitudes, motivation and multilingual competence of students; support language learning; to incorporate other languages and other varieties of English into the classrooms and the curriculum; to create multilingual displays and signs; to compare how various languages express ideas; to produce dual-language versions of projects and assignments; to encourage students to consult adults; educational language planning; studies of grammatical aspects of bilingual speech; L2 language learning and use; L2 acquisition; adoption of L2 words and underlying concepts into the L1 and others.*

The next slot forming the frame structure of the concept MULTILINGUALISM as a component of the conceptual sphere LANGUAGE POLICY is the one united by the mental

feature *competence* and represent the slot that we call SPEAKER'S COMPETENCE (twenty-three lexical units): *multilingual and bilingual usage; fluency, balance and switching; individually multilingual citizens; experiential world of one's native language; to inhabit two different worlds at once; bicultural bilinguals; distinct conceptual representations; ability to possess a repertoire of languages and language varieties; ability to use several languages to varying degrees and for distinct purposes* etc.

As any other socially important phenomenon, multilingualism has its own content and purpose of its existence: *"...multilingualism should help to promote tolerance and a better understanding amongst Europeans, to prepare people to live in a multicultural society, to equip citizens to participate in public life, to strengthen social cohesion and solidarity, while at the same time mitigating the spread of xenophobia and parochialism among current and future generations"* (Lasagabaster, p. 234).

The data under analysis showed that there are quite a lot of lexical units (fifteen) verbalising the slot CONTENT OF MULTILINGUALISM. These lexical units are united by the cognitive component *Something Having a Specific Purpose: to*

serve as aids to cross-group understanding; to link up about common interests, needs and concerns across languages and communities; to prepare people to live in a multilingual society; to develop interculturality; to develop greater openness to new cultural experiences; to develop the complex but unique competence in social communication and others.

The same number of lexical units (fifteen) composes the fourth slot of the concept MULTILINGUALISM that we named MEANS OF (INTER)CULTURAL COMMUNICATION united by the cognitive component *intercultural communication: connection across cultural assumptions and values; complex sociolinguistic features; essential condition for intercultural communication; cultural enrichment; a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures* etc.

One of the most common features the concept MULTILINGUALISM possesses is *the presence of various languages in a given geographical area* [Multilingual Europe, p.14]. This very cognitive feature is an integral one for the fifth slot forming the frame structure of the concept MULTILINGUALISM, entitled as

COEXISTENCE OF SEVERAL LANGUAGES IN ONE SPECIFIC AREA (fifteen lexical units): *minority languages; majority languages; a situation in which different languages are in contact; bilingual region; linguistic diversity; multilingual societies* and so on.

The sixth slot of the frame structure which we entitled as SOMETHING CONTAINING SPECIFIC COMPONENTS represents essential components contained within the concept MULTILINGUALISM and those phenomena which are closely connected to it. This slot is represented in the English language by thirteen lexical units, for example *codeswitching; codemixing; bilingualism; lingua franca* etc.

The next cognitive feature which unites lexical units of the seventh slot is *the importance of multilingualism for Europe*. This slot is called MEANS OF INTERNATIONALIZATION IN EUROPE and is verbalized by means of eight lexical units, such as *expanding phenomenon in Europe; help to promote tolerance and a better understanding amongst Europeans; to touch the very substance of European identity; asset for Europe and a shared commitment* and so on.

Although the role of multilingualism has become essential for the contemporary world, “*it is English that so often serves as a means of making connections across cultural assumptions and values which, in the absence of a common language of interaction, would otherwise be impossible*” (Seidlhofer, p. 134-135). This very thought lies in the cognitive core of the next slot SOMETHING PRESUPPOSING THE EXISTENCE OF LINGUA FRANCA (ENGLISH) which is represented in modern English by six lexical units, for instance *‘extraterritorial’ lingua franca throughout Europe; a language of wider communication; common language for economic globalization; integral part of the professional lives; predominance of English as a language for learning; a medium of communication*.

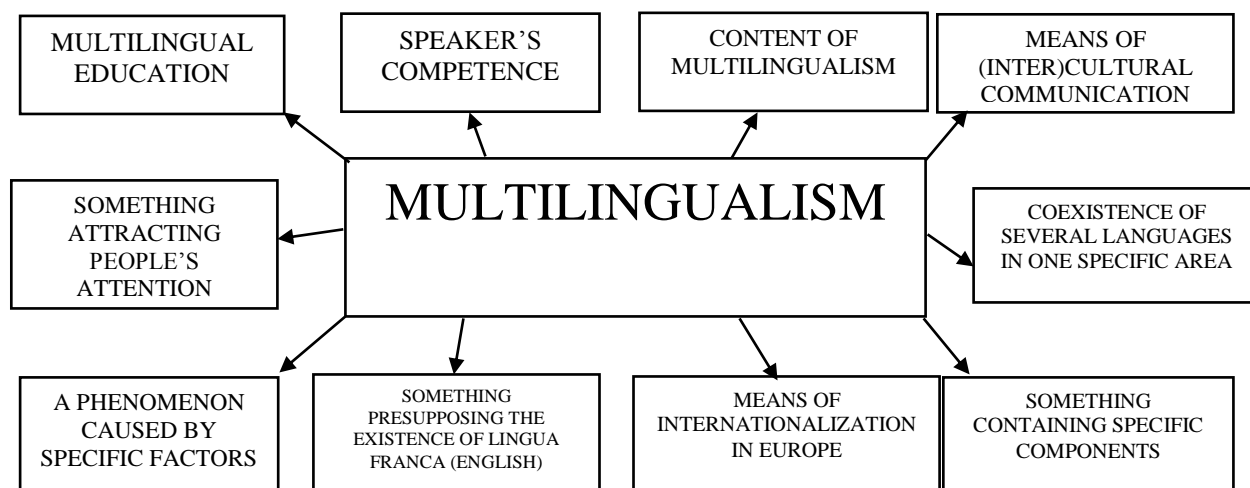
There had been several factors that caused genesis of multilingualism. John Edwards, American researcher, states that it is “*a powerful fact of life around the world, a circumstance arising, at the simplest level, from the need to communicate across speech communities*” (Edwards, p. 1). The analysis of factual material allowed us to include three more lexical units verbalizing the concept MULTILINGUALISM which have been united into the slot entitled as A PHENOMENON CAUSED BY SPECIFIC

FACTORS: *the need to communicate across speech communities; scholarly and diplomatic interaction and exchange; great awareness of the need to speak foreign languages.*

The last slot representing the frame structure of the concept **MULTILINGUALISM** is called **SOMETHING ATTRACTING PEOPLE'S ATTENTION** and consists of three lexical units: *a marker of high status; establishment of attitudes towards the different languages, the speakers of these*

languages and the learning process itself; to communicate a positive attitude towards linguistic diversity.

Taking into consideration the above mentioned, we may graphically represent the frame structure of the concept **MULTILINGUALISM** consisting of ten slots in the following way:



Conclusion

Thus, we may sum up that multilingualism is an indispensable component of modern European language policy, which pierces through every sphere of human activity. As it has been mentioned above, language policy is a medium through which the information is successfully and correctly transferred from

one speech community to another. It has been shown that this phenomenon is very complicated and multidimensional. This is the reason why we decided to consider it a conceptual sphere and analyse it from the point of view of cognitive linguistics.

However, the conceptual sphere **LANGUAGE POLICY** is so broad that it requires a lot of efforts in order to be

understood and mentally interpreted. It is so wide, that it cannot be fully analysed within one paper. Except for MULTILINGUALISM, it contains a

number of other equally important concepts that will be researched in our further papers.

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THE FRAME *INTERNATIONAL AFFAIRS* AS A MENTAL STRUCTURE WITHIN MODERN EDUCATIONAL DISCOURSE

ABSTRACT

The present research is aimed at defining the peculiarities of the frame *INTERNATIONAL AFFAIRS* within modern educational discourse and finding out the lexical means verbalizing it in modern English. The first paragraph of the paper (Theory) reveals the key notions of the research – international communication, educational discourse, educational management and international affairs. Besides, it reveals the essence of the concept as the key mental structure. The next paragraph (Discussion and Results) deals with singling out the lexical units verbalizing the frame *INTERNATIONAL AFFAIRS* as one of the components of the concept *INTERNATIONAL COMMUNICATION* within modern educational discourse. The factual material of the research contains 483 lexical units verbalizing the frame *INTERNATIONAL AFFAIRS* in modern English singled out from the brochures and official web-sites of 50 leading higher educational institutions (25 HEIs of Great Britain and 25 HEIs of the USA) within the 10-year period (2005-2015). We come to the conclusion that the frame *INTERNATIONAL AFFAIRS* as one of the components of the concept *INTERNATIONAL COMMUNICATION* is actualized in modern English by a great number of linguistic means. The prospects of further research are seen in defining the cognitive and linguistic features of some other frames composing the structure of the concept *INTERNATIONAL COMMUNICATION* in the modern English language.

Key words: *international communication, international affairs, educational management, concept, frame.*

Introduction

Modern system of higher education undergoes constant development, change and transformation. This process is caused by a number of different factors, including

an attempt to unify and harmonize the European Higher Education Area and implement the Bologna process components into the academic process of higher educational institutions. Besides, the

process of globalization that characterizes not only the modern sphere of higher education, but also all the other branches of social life, also plays its part here. Moreover, it influences the general conception of higher education management and the system of management of every particular higher educational institution as well.

The European Commission has an active policy for cooperation in education (higher education in particular) and training with European and non-European Union (EU) countries. On the one hand, cooperation with EU and non-EU countries enhances the quality of education and training in the EU and beyond by promoting peer-to-peer learning and comparison with education systems worldwide. On the other hand, it causes the need for *international communication*.

It should be mentioned that educational cooperation and international communication boosts innovation and job creation through mobility, and offers opportunities for staff and students to broaden their horizons through participation in the EU programmes. European universities have a positive record of internationalisation; they have facilitated the development of international curricula and joint degrees, fostered international research and innovation projects, and

supported the exchange of students, staff, and knowledge.

Theory

In Europe, the process of financial, political and cultural integration is underway. This process requires solutions to problems caused by the creation of a large area of fluid interrelation between a large number of human groups that speak different languages.

Nations and people of the world are increasingly interconnected and mutually interdependent. Globally, most cities and countries are becoming more diverse internally, with citizens and residents of varying races, religions, ethnicities and national backgrounds. Meanwhile, the greater risk is associated with economic or political aloofness and social isolation. All of these social forces are fostering increasingly more study of intercultural communication.

Specifically, **intercultural communication** is defined as communication, and the study of it, among peoples of different cultural, ethnic and tribal backgrounds. Because of the inherent differences between the message sender/encoder and the message receiver/decoder, the risk of misunderstanding is particularly high in intercultural situations.

This risk of misunderstanding is especially noticeable in the sphere of education. In order to avoid this risk, international cooperation of higher educational institutions should be a well-balanced and well-controlled process.

The branch of science that investigates the peculiarities and principles of running the system of education as a whole and every educational institution in particular, defines the functions and qualities of a modern manager is called *educational management*. A number of studies within the branches of pedagogics, psychology and management are concerned with researching this new sphere of scientific knowledge.

It should be emphasized that *educational management* is not only a lexical unit verbalizing the process of running an educational institution in modern English; it is a concept having a ramose semantic structure and including different images, associations and processes connected with the process of running an educational institution.

In our previous papers, lexical-and-semantic variants composing semantic structure of the lexical unit *educational management* have been identified [3] and the generalized frame structure of the concept EDUCATIONAL MANAGEMENT in modern English has been shown [13].

It should be mentioned that the sphere of educational management has been actively investigated for the last decades. Some of the papers focus on its pedagogical and psychological components [4; 12], the others deal with its social and marketing aspects [9], the third ones concentrate on the issues of management [1]. However, there have still been no studies concerned with linguistic or linguocognitive aspects of educational management. This very fact proves the **topicality** of our paper.

The analysis of scientific literature dedicated to researching the notion of *educational management*, allows us to state that it contains such components in its structure as the apparatus of management, methods of running of educational institution, administration, financial activity, international affairs etc.

It should be emphasized that every concept is a mental unity that is the minimum component of the conceptual worldview of every civilized society. Besides, the concept is a key element of the conceptualization process resulting in development of the conceptual system – the system of concepts located within the consciousness of a single person or collective consciousness of a whole ethnic group. The concept structures and represents the knowledge about the world, reality and outcomes of the inner reflective activity [7, c. 298].

The papers dealing with the study of the notion *concept* are characterized with broad views on this multifacet phenomenon. As a result, the complexity of defining this notion causes various ideas in its understanding. Such a differentiation is a result of existence of several approaches to defining its nature:

1. *linguocultural* [8] where the concept is seen as a result of the link of the word meaning with speaker's personal and ethnic experience;
2. *cultural* [10] when the concept is understood as the main element of culture in the person's mental world;
3. *linguistic* [2] based on the idea that a linguistic sign is a means of forming the conceptual content;
4. *linguocognitive* [6], the representatives of which analyze the concept from semantic-and-semasiological standpoint justifying the search for linguistic representations of this mental unity.

In our paper we stick to the last point of view and consider it to be the key one for achieving the **aim** of our research: to define the peculiarities of verbalization of the frame INTERNATIONAL AFFAIRS and to show which linguistic means represent this concept as one of the key components of the concept INTERNATIONAL

COMMUNICATION and to describe its main cognitive features.

The subject of the article is presented by lexical units objectifying the conceptual features of the concept INTERNATIONAL COMMUNICATION, in particular one of its structural components – the frame INTERNATIONAL AFFAIRS. The task of the present study lies in singling out the verbalization means of the frame INTERNATIONAL AFFAIRS in modern English.

Method

As for the methodological tools used for analyzing the most essential social concepts, they are marked with their variety.

The key method that is used in our research is the frame analysis method. In our opinion, it allows us to have a deep and detailed look into the concept EDUCATIONAL MANAGEMENT. From the point of view of Ch. Fillmore [12], a frame is a system of interconnected and interdependent: if one of the concepts of this structure is included in the text or speech, then the rest are automatically available too [5, c. 162]. As for its structure, the frame consists of slots that are filled with the information about the particular situation.

Discussion and Results

The factual material of the research contains 483 lexical units verbalizing the frame INTERNATIONAL AFFAIRS in modern English singled out from the brochures and official web-sites of 50 leading higher educational institutions (25 HEIs of Great Britain and 25 HEIs of the USA) within the 10-year period (2005-2015).

A thorough analysis of the factual material allows us to state that the means of verbalization of this slot are identical in both varieties of the English language: British and American.

The lexical units representing this slot in modern English are not peculiar of the sphere of education only. The majority of lexical units verbalizing this slot refer to the general vocabulary of English and are used in other specific spheres of the English language. The analysis of the dictionary definitions of lexical units verbalizing this slot has shown that their semantic structure and content fully correspond to their dictionary definitions. Within the sphere of education, they acquire only one additional conceptual feature – *in the sphere of education*.

The study of lexis of the brochures and official web-sites, singled out for the present research, has shown that the key notions forming the notional basis of this

slot are as follows: *collaboration, partnership, opportunities, projects and research*. They are verbalized with the corresponding nouns in the English language (*collaboration, partnership, opportunities, projects, programs, research* etc.) together with such adjectives as *international, joint, research, scientific, exchange* etc. They are usually used in different collocations, for instance *joint partnership, joint collaboration, exchange programs, international collaboration, international research opportunities*. The following example shows the real functioning of the lexical units verbalizing the frame INTERNATIONAL AFFAIRS in modern English:

(1) *The Summer Undergraduate Research Fellowships Exchange Programs were developed in order to enhance and broaden Caltech students' undergraduate experiences by giving them the chance to live in another culture, conduct research in a different academic/research environment, and prepare for careers that will most certainly involve international cooperation and collaboration* (California Institute of Technology, the USA).

The analysis of factual material allows us to state that all the HEIs pay a lot of attention to their reputation and acknowledgement at the global educational

arena. We think that this is the reason why such lexical units as *reputation* and *acknowledgement* are widely used in the educational discourse of British and American varieties of the modern English language.

Semantic content of these lexical units is identical in both varieties of the English language and coincides with those meanings that are found in lexicographical sources: *reputation* – *the opinion that people have about how good or how bad someone or something is* (Macmillan English Dictionary for Advanced Learners); *acknowledgement* – *the act of publicly thanking someone for something they have done* (Longman Dictionary of Contemporary English). The common semes of these definitions are *the opinion about the activity* and *acknowledgement of the activity outcomes*. These semes are stored in different linguistic means representing this frame that are underlined in the following example:

(2) *The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence* (University of Cambridge, Great Britain);

We think that the phenomenon of semantic identity of the lexemes

verbalizing the frame INTERNATIONAL AFFAIRS in the American and British varieties of the English language can be explained by the fact that a HEI is a legal organization where international cooperation is an indispensable part. An identical linguistic apparatus is necessary for facilitating the cooperation between the educational institutions and avoiding any misunderstandings.

Conclusion

Thus, the frame INTERNATIONAL AFFAIRS as one of the components of the concept INTERNATIONAL COMMUNICATION within modern educational discourse is actualized in modern English by a great number of linguistic means. In the process of the investigation it has been identified that all the lexical units verbalizing the frame in British and American varieties of modern English refer to the general vocabulary of the English language, not the special one. The only cognitive feature that added to them is *the sphere of education*.

The prospects of further research are seen in defining the cognitive and linguistic features of some other frames composing the structure of the concept INTERNATIONAL COMMUNICATION in the modern English language.

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