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Learner Corpora and Their Potential for Multilingual Teaching

Abstract

This article primarily deals with building and using a type of language corpus - the learner corpus - for multilingual teaching. It describes all relevant aspects of the conceptualization, motivation and construction of learner corpora including the case example of the German learner corpus FALKO (*Fehlerannotiertes Lernerkorpus* 'error annotated learner corpus'). In addition we discuss the possibility of a learner corpus for the Georgian language using examples from real Georgian language courses at Goethe University Frankfurt and Tbilisi State University. The article stresses the potential of learner corpora for multilingual teaching and multilingual teacher education.

Keywords: *Learner Corpus, Multilingual Teaching.*

1. Learner Corpus - getting to know

According to the common definition, a learner corpus is an electronic collection of authentic texts (language material) produced by foreign or second language learners stored in an electronic database (Anna O'Keeffe, 2007, S.23.). Additionally, computer learner corpora are electronic collections of authentic FL/SL textual data assembled according to explicit design criteria for a particular SLA/FLT purpose. The corpora are encoded in a standardized and homogeneous way and documented

as to their origin and provenance (Granger et al. 2002: 7).

The crucial determination for the learner corpus is the idea of language error, which can be recognized as „*a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts*” (Corder, 1983; corder, tephan,1986).

The language materials can be analyzed by a software and edited. The analyse serves different purposes. A learner corpus is a new

type of language corpus that started appearing in the early 1990s.¹ Since then many learner corpora have been developed for different languages. The Catholic University of Louvain list 138 different learner corpora². The list is not complete but contains the main learner corpora and gives a good overview. The learner corpora are classified there by different attributes, for example target language, medium and text type. As expected, most of them have English as their target language. 87 of the 138 are for English, 10 for French, 9 for German, 8 for Spanish, 3 for Italian and so on. The corpora work with different media. 87 of them use written media (e.g. The Advanced Learner English Corpus (ALEC), Uppsala University - texts composed/written by students), 33 of them use spoken media (e.g. The ANGLISH corpus, University of Provence - readings, oral language), 11 of them use written and spoken media and 3 of them use multimedia. Generally these corpora have only one target language, but beside the 127 monolingual corpora the list also contains 11 multilingual corpora (e.g. The Corpus of Young Learner Interlanguage (CYLIL) Vrije Universiteit Brussel or The Eastern European English learner corpus Eberhard Karls University of Tübingen).

1.1. The case of FALKO

Now we will look at one learner corpus in detail – The FALKO corpus (Fehlerannotiertes Lernerkorpus ‘error annotated learner corpus’) ([https:// www.linguistik.hu-berlin.de/institut/ professuren/korpuslinguistik/forschung/falko](https://www.linguistik.hu-berlin.de/institut/professuren/korpuslinguistik/forschung/falko).; [https://korpling.german.hu-berlin.de/falko-suche/ search.html](https://korpling.german.hu-berlin.de/falko-suche/search.html).). The FALKO was developed at Humboldt University in Berlin by Anke Lüdeling and Maik Walter in 2004. The main FALKO corpus can be divided into five smaller corpora - FalkoSummaryVL, FalkoSummaryL1 V1.2, FalkoSummaryL2 V1.2, FalkoEssayL1 V1.2, FalkoEssayL2 V2.0.

1. Learner texts (*FalkoSummaryL2*) (Reznicek, 2012, S.8ff.): Collection of summaries (linguistic texts and literary studies), made by advanced German learners (C1-C2). They were written in the framework of an exam, which is obligatory for foreign students who have German philology as their main subject. The examination took place at the Free University of Berlin.
2. Native speaker texts (*FalkoSummary L1*): Collection of the same texts as in FSL2, written by native German speakers.
3. Original texts (*FalkoSummaryVL*): Collections of the linguistic and philological texts which served as templates for the

summaries. Altogether contains 197 texts written by 98 learners.

4. *FalkoSummaryL1 1.1* (Reznicek, 2012, S.17.): For this corpus, 4 data collections have been carried out. They took place at the Free University of Berlin and at Humboldt University of Berlin. Again only students with German philology as their main subject took part in these data collections. The conditions of these data collections were all the same.
5. *Falko Essay Corpus* (Reznicek, 2012, S.19f.): This corpus contains two sub-corpora.
 - a. *FalkoEssayL2*: contains a collection of essays written by advanced German learners. 4 different topics were given for the essays and the participants had to achieve at least 60 from 100 points in a C-test.
 - b. *FalkoEssayL1*: contains a collection of essays written by native speakers.

The participants were graduating class pupils of three different secondary schools. The topics were the same as in *FalkoEssayL2* as were the conditions of the exam.

All sub-corpora have different levels of annotation and FALKO's architecture allows the addition of more annotations levels (multi-layer stand-off annotation). In general FALKO contains written texts of advanced German learners. The most annotated sub-corpus is a collection of summaries (Siemen et al., FALKO S.1.). The lemmata were automatically annotated by Treetagger (Mark Reznicek et al. *Das Falko-Handbuch. Korpusaufbau und Annotationen, Version 2.01, 2012, S.4.*). The database also contains explicit information about the authors, e.g. level of education, level of language ability and much else (Reznicek, 2012, S.6.).

Table 1. Falko Annotation Levels (Karin Schmidt, 2015). ((word) – Learner utterance, (kpos) – Part of speech, (target-hypothesis) - Assumption about proposed utterance, (ref) – evidence reference.)

word	Dabei	Ist	es	zu	beachten
kpos	PAV	VAFIN	PPER	PTKZU	VVINP
lemma	dabei	Sein	es	zu	beachten
target_hypothesis	<i>Dabei ist zu beachten</i>				
ref	70	71	72	73	74

The annotation level contains a target hypothesis to allow the reconstructing of the error made by the learner. The errors are identified by comparing original utterances with so-called reconstructed utterances, that is, correct utterances having the meaning intended by the learner.

Table 2. Error analysis in FALKO (Falko-Handbuch S.39.)

word	Fraue	konnten	sol-	gesellschaftlichen	Zust	verändern
	n		chen		and	
target_hyp_1	Fraue	konnten	eine	sol-	gesellschaftlichen	Zust verändern
	n		n	chen		and
-target_hyp_1	Fraue	konnten	solch	eine	gesellschaftlichen	Zust verändern
	n			n		and

The use of FALKO has shown which aspects of the German language are more diffi-

2. About the motivation, construction and function of learner corpora

The main task of a learner corpus is the annotation of errors. Therefore texts which are written by learners have to be compared to those of native speakers. This assumes that there is, compared to the mistakes made by the learners, a correct version given by the native speakers. This seems to be easy, but in reality there is no right way to express yourself in the first language (Siemen FALKO - S. 2.). Language is something very flexible, so there are a lot of different ways to say the exact same sentence. Additionally, language is in a constant process of development, so it changes constantly. What may seem correct nowadays

cult for learners (for example proper use of articles and prepositions) and hence, which aspects need to be prioritised in teaching.

can be completely wrong in the future. Nonetheless learner corpora are an important instrument for didactical studies and didactics themselves.

The motivations to build a learner corpus may be various. For example, in foreign language teaching some verb constructions can be very complex for beginners. Some constructions are almost completely neglected in teaching materials. This would be a chance to prove that corpora are useful for cases like this. Learner corpus analyses are prone to a criticism similar to what recommendations for teaching based on native speaker corpora have been subjected to for a while: that they only take into account one criterion that is important for teaching, and disregard others. In the case of teaching recommendations based on native

speaker corpora, it has often been objected that the only criterion considered is frequency in native speaker usage. But the learner corpus would definitely motivate the learner and promote language awareness. They stimulate the student to work actively and independently, and in this way, they probably increase both the motivation of the student and the learning effect. In summary a corpus will be used in the education of teachers of a foreign language, as a source of examples usable in the classroom and for educational tools, and will help tailor instructions and teaching materials to specific groups of learners.

Linguists have different motivations for constructing a learner corpus. The main purpose may be to improve didactical methods. Learner corpora can identify specific problems learners have with a certain language. These perceptions can help improve learning methods for these learners. Hence, it is an important tool for foreign language didactics and allows the analysis of the mistake/error typology of certain learner groups. Therefore, it is a win-win-situation for both the learners and the teachers. By comparing the learner texts with those of native speakers, the learners themselves can learn from it and improve their language skills, and the teachers can adapt their methods to specific learner groups. In general, the main target groups of learning corpora are learners of a foreign language and teachers teaching foreign languages.

Besides them, linguists and those who research didactical methods also benefit from this type of corpora.

Although learner corpora open up new possibilities for foreign language didactics they are still seldom seen in schools and language classes. One of the main reasons for this may be the lack of information and the fact that corpora are seen as a scientific tool, not a teaching tool (Karin Aijmer, 2009 S.47f.). Therefore, it is important to instruct the teachers and train the student so they can learn how to use learner corpora. At this point, schools and universities have to show initiative and start workshops. To help the students learn a new language, the teacher can include learner corpora in their lesson. They can, for example, give exercises which can only be solved by using the learner corpora. Many words have a wide range of meanings and are therefore used in a wide range of contexts. With the aid of the learner corpora, students can compare the usage of these words in the native text and identify the different lexical categories (Aijmer, 2009 JBPC, S.50f.). Or, if the students have a certain question, they can answer it by searching in the learner corpora potentially turning students into language researchers (John McHary Sinclair, 2004, S.16.). Learner corpora can serve as a supplement for grammar studies by exemplifying the grammar rules.

3. How is a learner corpus built?

To build a learner corpus it is important to collect a great amount of written and/or spoken materials. Written corpora are easier to create than spoken corpora, because a written corpus can use the internet as a source. They may contain recorded speech, interviews, essays, exams and so on. These must be written by learners. For comparison the same materials must be available written and spoken by native speakers (Anna O'Keeffe, 2007).

A basic language corpus can be assembled from spoken or written texts and can be used with commercially available corpus software, which any average home computer user can manipulate with relative ease. Of course, a spoken corpus takes considerably longer to build, because the speech, for example in videos, has to be transcribed and possibly coded for some of its non-verbal features. By comparison, building a written corpus is very quick using the internet as a source. Every corpus needs design principles. You have to consider not only the design, but also the feasibility, because there are struggles with what is available, what is ethical or what is legal. This could be a leading factor. Also deciding what to represent and how to represent the best for the general purpose is very important. In that case, you have to decide on the amount of data you want to collect and use.

In the case of spoken corpora, the next step is recording the data. There are a number of options for recording including analogue cassettes, digital media and audiovisual digital recorders. Traditional analogue, though they are inexpensive, have a number of drawbacks. They are cumbersome to store and unlike digital recordings, they cannot easily be computerized and aligned with the transcription later. Using digital devices leaves open the option of aligning sound (and image if you use an audiovisual recorder) with your transcription.

An important aspect is permission. Permission to record should be cleared in advance with the speakers and consent forms should be signed authorizing the use of the recordings for research or commercial pedagogical materials, etc. It may be necessary to specify how the recordings will be used when obtaining permission. After that, the main task is the transcription, because spoken data needs to be manually transcribed and this is what makes corpora of spoken language such a challenge. They are best stored as 'plain text' files, as this offers the maximum flexibility of use with different software suites. One hour of recorded speech may take days to transcribe, depending on the complexity of the language. In most cases, every word, vocalization, truncation, hesitation, overlap, and so on, is transcribed, as opposed to a cleaned-up version of what the speakers said. The level of detail of the transcription is relative to the purpose of your corpus. If you

have no requirement to know where overlapping utterances and interruptions occur, then there is no point in spending time transcribing to that level of detail. This hard work includes *pattern matching* (1), *collocations* (2), *lemma and part of speech* (3), *synonyms and antonyms* (4), more complex searches using combinations of the preceding *types of searches* (5), queries based on the *frequency of the construction in different historical periods and registers of the language* (6), and queries involving *customized, user-defined lists* (7).

Transcription files need to be organized so that source information can be traced. For example, it may be useful to be able to retrieve information such as gender, age, number of speakers, place of birth, occupation, level of education, where the recording took place, relationship of speakers and so on. This information can be stored at the beginning of each transcript as an information ‘header’, or in a separate database, where the information is logged with the file name. In short, the corpus should be richly annotated and should allow searches for many types of linguistic phenomena. The content of every corpus is a collection of texts and expressions in a language. Of course, we have to differentiate between written and spoken corpora. The materials for written corpora are comparatively easy to collect, because everything is physically available. The content of spoken corpora, as mentioned above, is more difficult to collect and to edit.

The basic materials for spoken corpora are generally given through audio or audiovisual recorders.

Possible draft for a Georgian learner Corpus

The sociolinguistic situation of Georgia can be characterized as multilingual. In border areas of Georgia to Azerbaijan and Armenia, but also in central regions, classroom settings are multilingual. It is an educational challenge to develop suitable language learning contents, which uses pointedly the spread errors of Georgian language learners. One of the first steps in that direction is the collection and unified documentation of all available errors in both the written and the spoken register.

As a first source of material, learner groups at the high schools of Georgia can be tapped. According to the official statistics (GeoStat. http://www.geostat.ge/?action=page&p_id=205&lang=geo, 25.11.14, 13.00.), about 2000 non-native speakers of Georgian enter higher education in Georgia every year.

The teachers and language trainers can be constrained to notify the multilingual teaching experiences and systemize the recurring errors. These observations act as groundwork for the further development of the database containing error patterns. As we saw with FALCO

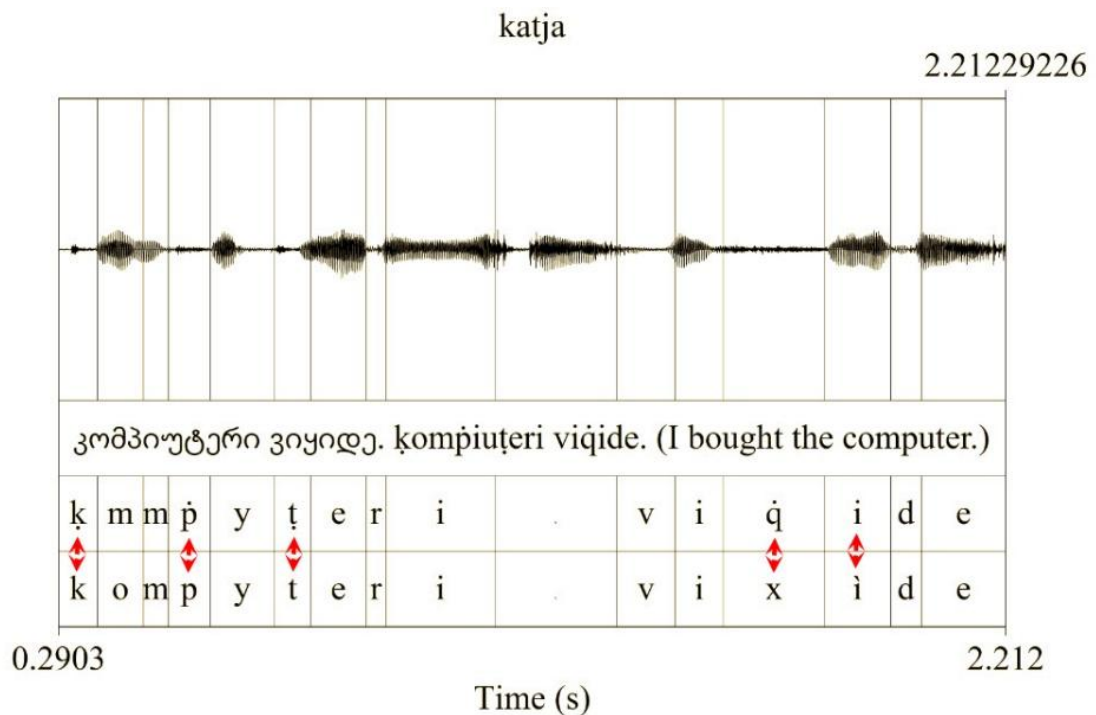
(Ch.1.1), such a database is needed for the establishing of hypothesis as kind of the correction preliminary.

There are a few Georgian language-learning programs provided currently in Georgia (http://www.ice.ge/web/elearning_geo.html) and abroad (<http://195.178.225.22/DiasporaGeo/Georgianonline.html>) (online distance learning course offered by Malmö University, Sweden). A target learner group are Georgian citizens who speak Azerbaijani or Armenian as their first language. The topic structure of the program syllabi represents the program creators' presumptions about possible

difficulties of the learner. The topics are not confirmed based on empirical evidence, despite the fact that the emphasis of any specific subject matter must be strengthened oriented on the errors made by learners in the real learning process.

The most common difficulty in learning Georgian (like other Caucasian languages) was and still is the canonical consonant pronunciation. There are single consonants or consonant clusters, which are characteristic phonetic features of Caucasian languages. Hence, it is a significant intellectual and physical challenge for the learner to acquire and use these sounds.

Table 3. Pronunciation example by Georgian learner. 5 pronunciation errors in 2 words.



The targeted recordings of the audio material with L2 learners act as crucial database for

closely exploring frequent errors in the phonetic acquisition and allow the focusing of teaching process on these errors. Even super-

ficial observation of frequent errors highlights problematic areas, which should be a central point of attention. Below are some examples of

prototypical language errors noted by Georgian language trainers (Prof. Ketevan Gochitashvili, Tbilisi State University).

Table 4. Word order error.

wording	sad	šen	iqavi?
lemma	sad_wh	šen_PPron.2Sg	qopna.be
hypothesis	šen	sad	iqavi?
Eng.	<i>Where have you been?</i>		

Table 5. Agreement error.

wording	ᵏargi	var.
lemma	ᵏargi_good	qopna.be
hypothesis	ᵏargad	var.
Eng.	<i>I am fine.</i>	

Table 6. Lexical error.

wording	didi	gemrieli-a
lemma	didi_big	gemrieli - qopna.be. Encl
hypothesis	3 alian	gemrielia
Eng.	<i>It is very tasty.</i>	

Table 7. Syntax error, unused word order

wording	saxli	romeli	dgas	kalakši
lemma	saxli_house	romel_wh	dogma_stand	kalaki_city
hypothesis_1	saxli	romlic	dgas	kalakši
hypothesis_2	saxli	romlic	kalakši	dgas
Eng.	<i>The house, which is (standing) in the city.</i>			

wording	reᡥtorani	sad	viᡥavi	gušin
lemma	reᡥtorani <i>_restauration</i>	sad_ <i>wh</i>	ᡥopna_ <i>be</i>	gušin <i>_yesterday</i>
hypothesis_1	reᡥtorani	sadac	viᡥavi	gušin
hypothesis_2	reᡥtorani	sadac	gušin	viᡥavi
Eng.	<i>The restaurant I was in yesterday.</i>			

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Multilingually and multiculturally oriented Master's curriculum: Oles Honchar Dnipropetrovsk National University experience

Abstract

The present article is aimed at showing Oles Honchar Dnipropetrovsk National University (DNU) experience in developing multilingually and multiculturally oriented Master's curriculum for the speciality "Language and Literature (English)" with specialization "Multilingual Education". In the first section of the paper the notion multilingualism has been defined, and the difference between multilingualism and polyglottism has been shown. The article goes on to emphasize the main principles of the Bologna Process in Europe and their peculiarities in the Ukrainian system of higher education. Further the distinguishing features of bilingual and multilingual education have been singled out. The second section – Discussion and Results – is aimed at showing practical implementation of principles of multilingual education in Master's curriculum. The curriculum uses the *Common European Framework of Reference for Languages* as a basis for defining competences and learning outcomes for the whole curriculum and for each syllabus in particular. All the competences have been described and modified so as to meet the higher education demands provided by the Ministry of Education and Science of Ukraine and multilingual education requirements as well. The Master's curriculum of the mentioned speciality consists of five blocks. Each block contains a particular number of ECTS points with account of European higher education demands. Besides, every block includes several disciplines; and after studying them all the necessary learning outcomes and competences are provided. We come to the conclusion that multilingual education is a key to success – as co-learning of languages and linguocultures promote the formation of multilingual polycultural personality that provides a lifelong learning.

Key words: multilingualism, multilingual education, curriculum, syllabi, competences, learning outcomes, specialization, cross-cultural communication.

Introduction

Nowadays, multilingualism and multilingual education are a "fashionable trend" in education process and a distinguishing feature of modern Europe. Although these phenomena have existed for

centuries, they have reacquired their popularity and renewed the interest of specialists only at the beginning of the 21st century, when international relations and mobility have fully occupied the lives of

people and become an integral part of their professional activity. Multicultural diversity, intercultural communication, global social, political and cultural interdependence have become common realia of the modern world, and all of them put pressures on the educational systems.

These days multilingual education offers the best possibilities for young people to become competent and in-demand members of the globalized and polycultural society. However, this aim is not to be achieved easily. There are many unanswered questions and doubts as to multilingual education policy and its implementation, curriculum and syllabi design, teacher professional requirements and development, but there is also much that we understand and know very well, based on empirical research of many countries of the world.

This article highlights educational experience in multilingual education introduction and implementation of English Philology Department (Faculty of Ukrainian and Foreign Philology and Fine Arts) of Oles Honchar Dnipropetrovsk National University (DNU). The department has been working on the Master's curriculum for the speciality "Language and Literature (English)" with specialization "Multilingual education" within the framework of Tempus joint project DIMTEGU – Development and Introduction

of Multilingual Teacher Education Programs at Universities of Georgia and Ukraine. Thus, the given article focuses on DNU experience in forming a polycultural multilingual personality, possessing creative thinking.

Theory

It is a well-known fact that a language is a bridge between cultures as much as it is a tool for communication. However, its role is not limited only to that. There are three main deeply intertwined functions that a language possesses. Firstly, it is a bearer and creator of the sense. It is closely and inseparably connected with cognitive activity. Secondly, it is a means of cooperating with other people. We influence others through thoughts and feelings that we express by linguistic units. Thirdly, it is a means of memorizing, remembering and transferring skills, ideas and values.

These functions prove that language and culture are closely interconnected. This fact is of a particular importance in the present era of globalization and internationalization, when the borders between countries become freer and communication opportunities become much more favourable and easier. This connection is also essential in the context of multilingualism and polyglottism. As Welsh scholar E. G. Lewis once wrote: "Polyglottism is a very early characteristic of

human societies, and monolingualism is a cultural limitation. It is doubtful whether any community or any language has existed in isolation from other communities or languages..." [0; p. 150].

Multilingualism has become a common phenomenon in the modern world and can be analyzed from different perspectives. The Council of Europe 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') [0; p.14].

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 [0].

This fact makes it possible to state 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. Moreover, 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.

Besides, the Bologna process, which has been shaping the system and principles of modern European higher education, "encourages linguistic pluralism, thus underpinning the multilingual tradition of the European Higher Education Area and increases cooperation and competition between higher education institutions" [0]. What is more, "Bologna' aims to facilitate and promote greater mobility so that students will acquire the skills employers are looking for, such as cultural maturity, increased confidence and language skills" [0].

In 2005 Ukraine, as some other countries of Western and Eastern Europe, joined the Bologna process, which has considerably restructured the learning activity of the whole country. Particularly from 2005 till 2015 a long and meaningful breakthrough has been made, as Ukrainian higher education policy makers and performers had to deal with such new notions as a credit-unit organization of student's learning activity, principle of student's mobility and so on. Such a swift change in the system of education could not but influence the methods of teaching foreign

languages, whose role and importance is difficult to be overestimated under contemporary conditions of European integration.

The aim of the present article is to show the peculiarities of the multilingually and multiculturally oriented Master's curriculum for the speciality "Language and Literature (English)" with specialization "Multilingual education" in terms of Bologna process developed by the English Philology Department of Oles Honchar Dnipropetrovsk National University within the framework of Tempus joint project DIMTEGU – Development and Introduction of Multilingual Teacher Education Programs at Universities of Georgia and Ukraine.

It goes without saying that when a person speaks at least one foreign language, he has much more opportunities in all spheres of life: career, travelling, interpersonal relations with people from other countries and so on. So, what is the essence of the multilingual education? How does it contribute to personal success?

It should be noted that the key aspects of multilingual education have been studied by researchers from all over the world. In fact, bi- and multilingual education are "umbrella terms that have been used for decades in the literature as evidenced by numerous book-length publications to refer to the regular use

of two or more languages for teaching and learning in instructional settings when bi-/multilingualism and biliteracy are two of the explicit long-term goals" [0; p. 3-4].

Specifically, bilingual education is defined as a generic concept that refers to various types of educational programs which provide systematic instruction in two (or more) languages for a prolonged period of time and its main principles are summarized as follows:

- the use of two languages as *media of instruction* in designated areas or school subjects that are usually part of the standard curriculum at the grade levels involves;
- the progressive development of these languages within a school setting;
- the implementation of some form of the educational approach known as content-based instruction;
- the students' overall academic achievement as well as their cognitive development are given consideration, regardless of the language used in classroom [0; p. 4].

However, it is emphasized that beyond these basic principles, a considerable variation can be found in practice depending on the specific educational contexts where bilingual education is implemented.

In its turn, multilingual education is a wider notion. It is, at its best,

1) multilingual in that it uses and values more than one language in teaching and learning;

2) intercultural in that it recognizes and values understanding and dialogue across different lived experiences and cultural worldviews;

3) education that draws out, taking as its starting point the knowledge students bring to the classroom and moving toward their participation as full and indispensable actors in society – locally, nationally, and globally [0; p. 198].

In terms of multilingual education it should be taken into account that the language itself possesses its own dynamics and is constantly undergoing processes of continuity and change, impacting upon the communication modes of different societies as it evolves. Educational policy makers have difficult decisions to make with regards to languages, schooling and the curriculum. While there are strong educational arguments in favour of mother tongue instruction, a careful balance also needs to be made between enabling people to use local languages in learning, and providing access to global languages through education [0].

All these principles and ideas have been taken into consideration in the process of

developing a multilingually and multiculturally oriented Master's curriculum for the speciality "Language and Literature (English)" with specialization "Multilingual education" by the English Philology Department. Besides, the *Common European Framework of Reference for Languages* [0] has been used as a basis for defining the competences for the whole curriculum and for each syllabus in particular.

The knowledge acquired during the period of studies under this specialization will help professionals in the field of international education to resolve the issue of cooperation between Ukraine and the EU in the field of culture and education, to resolve the issue of Ukraine's integration into the European educational area and collaboration with educational institutions and the EU member-states, as well as to acquire the skills to develop and implement international educational projects.

Masters with a specialization in "Multilingual Education" will get qualification of international scientists, who are majored at countries and regions, including the EU, (their education systems, geography, history, political, cultural, ethnic, spiritual and religious development, etc.), and who study foreign languages and use multilingual approach to study special subjects and, and who have proper skills to

prepare and implement international education projects.

Discussion and Results

DNU is situated in Dnipropetrovsk region which is bilingual, because people who live here speak or at least understand two languages (Ukrainian and Russian). When a student enters DNU to study the speciality “Language and Literature (English)”, he is expected to possess the knowledge of a foreign language – English. This knowledge is proved by the certificate of External Independent Testing. Besides, from the first term of his first year a student starts learning the second foreign language (French, German, Spanish at option), from the second term of his first year the student starts learning the third language (French, German, Spanish, Italian, Portuguese, Japanese, Chinese, Turkish at option). Choosing the Master’s specialization “Multilingual Education”, the student studies only his major (English) and second foreign languages. In this case, multilingualism is not only a target, but also a means of instruction.

Curriculum analysis

The aims of Master’s curriculum of the speciality “Language and Literature (English) with specialization “Multilingual Education” in DNU are:

- to get acquainted with the contemporary tendencies in the sphere of philological research and the methods of scientific analysis of cultural and lingual interaction results;
- to acquire mastery in cross-cultural and multilingual analysis and differentiation of linguistic and social peculiarities of definite strata and groups of contemporary European pluricultural multilingual space;
- to apply the acquired knowledge in language teaching activities comparing and contrasting different linguistic systems;
- to get acquainted with the terminology used in scientific philology of the contemporary pluricultural surrounding;
- to know about classification of educational technologies and features in classrooms' organization adopted for the appropriate technology;
- to form a system of pedagogical skills of students;
- to acquire the issues of present day research philological methodology. To explore algorithms of philological scientific research;
- to explore contemporary technical systems which are used in the process of majors teaching and learning in high school establishments;

- to master a method of syllabus writing of majors at the institutions of higher education;
- to apply the acquired knowledge in language teaching activities, and thus explore the details of the second foreign language through the first foreign language;
- to introduce modern approaches in foreign languages teaching, to form professional and teaching skills in the field of teaching foreign languages in accordance with the Bologna process;
- to develop interest in language learning, language planning and language use in education, as well as, to stimulate critical thinking and analytical skills;
- to analyze theories based on knowledge accumulation and models that emphasize the accumulation of human capital.
- The curriculum develops the following *social and individual competences*:
 - comprehension and understanding of multicultural behavioral ethic norms;
 - adherence to bio-ethic principle; ability to identify humanitarian priorities of personal professional activity and implement them in practice;
 - understanding of healthy lifestyle necessity and abidance to it;
 - ability to learn and study; capacity to gain knowledge in new specific cross-cultural fields, and form new special skills/habits in accordance with professional functions and typical tasks;
- power for criticism and self-criticism; ability to analyze personal activity, regulate and control it;
- creativity, systematic analytical thinking;
- adaptability, communicative skills; effective communication capacity;
- goal-reaching persistence.
- In the process of study the student is expected to master the following *general scientific and instrumental competences*:
 - basic cognizance in Philosophy, Psychology, Pedagogic, Multilingual Education; knowledge which allows personal cultural, multicultural and social development, understanding of ethic values, national history, economics and law, comprehension of links between social causes and results, and ability use this knowledge in professional field;
 - basic knowledge in IT sphere; capacity in modern soft and network usage;
 - ability to communicate orally and in a written form in Ukrainian;
 - multilingual ability to use Ukrainian and foreign languages in all main types of communication activity (speaking, reading, listening comprehension, writing) and while translation on the grounds of phonetic, lexical and grammar

competences in English, second and third foreign languages;

- basic computer skills; ability to use the computer and modern soft in professional activity; skills in conducting information, ability to use IT in prediction, project-making and analyzing information as a source of personal intellectual support.

Besides, specialization “Multilingual Education” is aimed at acquiring the following *general professional and specialized professional competences*:

- mastering the system of linguistic knowledge, which includes knowledge of the main phonetic, lexical, grammatical, word-building phenomena and principles of functioning of the major and second foreign languages, their functional diversities;
- structurizing and integrating knowledge from various spheres of professional activity and ability to use this knowledge in solving different professional tasks;
- knowledge of the methods of contrasting languages concerning those languages which are learned (Ukrainian, Russian, English, German/French);
- detection of potential mistakes in using language units, which are connected with interference between native, major and second foreign languages;

- finding ways of correcting those mistakes in using language units, which are connected with interference between native, major and second foreign languages;
- possession of methods and principles of contrasting languages, having different structure, on different levels.

It should be emphasized that the competence of the graduates of the Master’s study curriculum *Multilingual Education* can be defined by the learning outcomes of the curriculum, i.e. the knowledge and skills acquired during the process of study process. The learning outcomes of the curriculum are described below. *Special competences* in the “Language and Literature (English)”, “Multilingual Education” will be acquired through obtaining competences of the five blocks of disciplines.

Master’s curriculum in Multilingual Education consists of two parts: mandatory and optional. The whole curriculum is calculated as 3240 hours (90 ECTS)

Mandatory part involves three blocks, and each of them contains a group of subjects and a particular amount of hours / ECTS points. The first block of this part entitled as *Disciplines of professionally oriented humanitarian and socioeconomic training* contains four disciplines and 270 hours (7,5 ECTS). Block 2 *Disciplines of professionally*

oriented fundamental training involves five disciplines and 378 hours (10,5 ECTS). Block3 *Disciplines for professional and practical training* includes four disciplines and 1458 hours (40,5 ECTS).

Optional part of the curriculum contains two blocks. They are *Disciplines according to the individual choice of HEI* consisting of five disciplines and 792 hours (22,0 ECTS) and *Disciplines according to student's individual choice* that includes 3 disciplines and 342 hours (9,5 ECTS)*.

Block 1 *Disciplines of professionally oriented humanitarian and socioeconomic training* contains four disciplines: *Civil defence, Professional safety, Pedagogics and psychology of higher school* and *History of major language country (Great Britain)*.

The courses *Civil Defence* and *Professional Safety* are aimed at acquiring knowledge and practice of civil protection, professional safety and health training. They are mandatory and have not been modified.

The courses *Pedagogics and psychology of higher school* and *History of major language country (Great Britain)* are also obligatory according to the demands of the Ministry of Education of Ukraine. However, a

special focus on multilingualism and multiculturalism has been added into the syllabi of these courses.

The next block **Block 2** includes five *disciplines of professionally oriented fundamental training: Methodology and structure of scientific research, Methodology of teaching majors at higher school, Theory of literature, General linguistics* and *Contemporary trends of contrastive linguistics of native, major and second foreign languages*. It should be noted that four of these disciplines are not new, but they have been modernized with account of the demands for the specialization "Multilingual Education".

A course that is completely new within this block is *Contemporary trends of contrastive linguistics of native, major and second foreign languages* aimed providing students with approaches and techniques adopted in comparing several languages: Ukrainian, English, German / French. The main objective of the course is to acquire the terminology, theories on contrastive linguistics and to explore peculiarities of linguistic patterns shared in different languages.

Block 3 involves *disciplines for professional and practical training* contains four disciplines: *Major foreign language (English), Scientific-research project in*

* *The standards of the Master's curricula are being changed by the Ministry of Education of Ukraine at the moment, so the changes in the number of credits and the number of hours in the credits are possible*

multilingual training of students, Teaching practice and Diploma paper. This block includes the disciplines that are directly connected with specialization “Multilingual Education” and are aimed at development of multilingual and multicultural competences. We find it necessary to describe these courses.

The course *Major foreign language (English)* is aimed at forming communicative competence of students within the limits of the English curriculum for the 5th-year of study (master's degree); to develop students' comprehension of the English speech that is typical of native speakers. After the acquisition of the course, the students will have acquired the following professional competences: skills for annotating, reviewing, analyzing and translating original English texts of different genres; skills for the choice and application of the topical vocabulary from discipline.

The main objective of the course is to develop productive speaking on the extended subjects.

The goals of the course *Scientific-research project in multilingual training of students* are to conduct a research with the aim to practice the scientific skills acquired in a course of studying multilingual disciplines namely Contrastive Linguistics (grammatical aspects, lexical aspects, phonetic peculiarities) as well as issues related to cross-cultural

interaction between Ukrainian, Russian, English, German / French.

Teaching practice is aimed at getting practical skill of teaching, ability to organize the audience, to prepare and develop the lesson for the students of a definite age range. Special attention is paid to the understanding of organization of higher education studying process as subject-subject cooperation of a teacher and a student. Course objectives are (1) familiarizing Master degree students with the peculiarities of studies organization in a higher educational institution and the specific character of teaching activity; (2) multilingual pedagogic and methodological training for pedagogic practice and working as a teacher.

Diploma paper. The students are supposed to do a research with the aim to practice the scientific skills acquired in a course of studying linguistic disciplines within the framework of multilingual curriculum (branches – linguistics, stylistics, linguo-stylistics) applying comparative and contrastive approaches with special emphasis on multilingualism as well as to issues related to cross-cultural interaction between Ukrainian, Russian, English, German / French. The objectives of the diploma are as follows: (1) to master terminology, theories on related disciplines; (2) to develop critical thinking in scientific sphere; (3) to develop

skills in translating professional and scientific discourse and others.

Block 4 and **Block 5** of the Master's curriculum is an optional part of the curriculum which means that the disciplines are chosen either according to the individual choice of a HEI or according to student's personal choice.

Block 4 *Disciplines according to the individual choice of HEI* contains four disciplines: *Multilingual Education in Contemporary European Cultural Space*, *Sociolinguistics*, *Second foreign language (German or French)* and *State examination*.

It should be noted that the first two courses of this block are brand new. The course *Multilingual Education in Contemporary European Cultural Space* is a completely new one. It is aimed at providing the students with theoretical knowledge and abilities of their practical implication in the sphere of multilingual education in contemporary European cultural space. As a result, the students will be provided with multilingual competence in higher education how to promote and motivate language learning (especially languages for specific purposes).

The course *Sociolinguistics* is also a newly developed one in the Master's curriculum. It is aimed at deepening awareness of the social nature of the

language, its social functions, its role in the multilingual social continuum, impact of social factors on different elements of the language system in diachronic aspect. After completing the course, the students will acquire mastery in cross-cultural communication analysis and differentiation of linguistic peculiarities of definite social strata and groups of contemporary European pluricultural multilingual space.

The course *Second foreign language (German or French)* is a part of multilingual education in its broad meaning.

State examination is a type of control that provides insight in the development of knowledge and skills. It is expected to show whether the students have acquired mastery of the course and to demonstrate whether all the competences have been developed. According to the curriculum, State Examination is situated in Block 4, which means that it is up to a HEI to decide whether to hold the examination.

Finally, **Block 5** *Disciplines according to student's individual choice* contains three disciplines: *Literary studies*, *Theory of intercultural communication*, and *topical problems of linguistics of the native, major and second foreign languages* and *Varieties of the major foreign language (English)*. In this block we find the courses that the student chooses for himself. It should be emphasized

that this block reflects the topical problems of multilingual education and develops multilingual and multicultural competences.

Having in the aim an emphasis on multilingually and multiculturally oriented language teaching/learning (especially languages for specific purposes) process and integration into common European space, Master's education with the multilingual component focuses on issues related to cross-cultural interaction between Ukrainian, English, German/French for life-long learning. This process is supplied by the resources of libraries, IT technologies (Moodle platform) and computerization, Web- and electronic resources, which support students and academic staff with their learning/teaching process.

Conclusion

With the view of contemporary global situation cross-cultural, social, educational and other issues have become more interdependent and have been raised to a multicultural dimension. Thus, multilingual communication and multicultural interconnections are of paramount importance in modern Ukrainian society. This fact presupposes definite objectives of Multilingual Education. It gives the possibility to teach such those who can work

effectively in educational multinational surrounding. Besides that, Multilingual Master's Education curriculum is aimed at professional training of those who are able to understand the cross-cultural specificity of the educational sphere.

To sum up, we should say that all the disciplines have been designed in such a way as to meet the European and Ukrainian higher education demands and are particularly focused on multilingual and multicultural components. By the time the student has finished the course, he is expected to possess all the competences defined by the Common European Framework of Languages to be a highly-qualified professional and to be competitive in the global career market.

What should be specially emphasized on is that this experience is a completely new one not only in DNU, but also in Dnipropetrovsk region. However, the syllabi of the majority of courses in the curriculum have been developed or modified so as to provide students with multilingual, multicultural and cross-cultural competences that are considered to be the key ones for the specialization "Multilingual Education" as it has been shown above.

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Cognizable or yet not discovered Generation Z: viewpoint of comprehensive school teachers (case of Lithuania)

ABSTRACT

The aim of the article is to identify essential features of Generation Z, which are indicated by teachers of Lithuanian comprehensive schools. Research object is features of Generation Z by teachers' approach.

The novelty of this article: features of Generation Z are highlighted by referring to insights of teachers of comprehensive schools in Lithuania.

In practice it is possible to apply the results of this qualitative research for improving education at a school as well as constructing of other research on Generation Z.

Key words: Generation Z; features of Generation Z; comprehensive school; teachers' insights

Introduction

The emergence of the new generation is differently dated: A. Ferincz, L. Hortovanyi, R. Szabó, D. Taródy (2011) suppose that the date of birth of Generation Z – 1991; A. Cross – Bystrom (2010) – 1994; Chr. Scholz (2013) – 1995; according to M. McCrindle, E. Wolfinger (2010), Western sociologists, it might be 1995. Such researches have not been performed in Lithuania; thus hypothetically it is possible to state that another generation, which

is not yet cognizable enough for us, came to school namely from 1995.

This generation of the 21st century grows so fast that the speed of its growth significantly overtakes the growth of former generations (Tulgan, 2013). Thus it is not simple to research it. However, it has been researched, is being researched and still will be researched as it significantly differs from other generations. According to A. Cross-Bystrom (2010), Generation Z lives in the world related to technologies from the infancy. As J. Palfrey, U.

Gasser (2008) state, the digital generation is constantly connected. Thus already these remarks show that it should be different enough from other generations. Most scientists are interested in Generation Z and it is analysed in various aspects, for example, Chr. Scholz (2013) presents the concept of Four Generations, in which he highlights features of this generation; S. Hinduja, J. Patchin (2013) analyse interpersonal communication and point up its peculiarities; J. Drussell studied the influence of technologies upon communication. Another important point in this issue is the way, in which multilingual speakers use their languages in interaction (Canagarajah, A. S., 2007). This approach is linked to the social and critical tradition. F. Mishna, A. McLuckie, M. Saint (2009), E. Giffords (2009) and others investigated the aspect of internet friendship. We should pay attention to the statement of L. D. Rosen (2012) that most of us balance on derangement edge as ordinary usage of technologies can cause psychological disorders: narcissism, social phobia, troubles in attention shortage, depression. L. D. Rosen (2012) raises an issue what teachers know about young people, who solid hours spend at a computer, spend their time in different social networks. In this article we formulate the question in somehow different way: what features of Generation Z do teachers of comprehensive schools indicate?

The aim of the article is to identify essential features of Generation Z, which are indicated by teachers of Lithuanian comprehensive schools.

Research object is features of Generation Z by teachers' approach.

Research methods: analysis of scientific literature, survey-in-written of informants.

The research refers to the main methodological approach: people construct their personal understanding and this is not the mirror-image of the knowledge or abilities conveyed to them, this is their personal reflection (Kukla, 2000).

The novelty of this article: features of Generation Z are highlighted by referring to insights of teachers of comprehensive schools in Lithuania.

In practice it is possible to apply the results of this qualitative research for improving education at a school as well as constructing of other research on Generation Z.

The organization of the research

The research was carried out in the autumn of 2014 – the winter of 2015. The research aim – is to distinguish the features of Generation Z by the viewpoint of teachers of comprehensive schools. The research object – is Generation Z in the aspect of the features relevant didactic viewpoint. The research method: survey-in-written.

The informants – are the participants of the project ‘Development of Effectiveness and Quality of the Help for a Pupil. Stage 2’ (VP1-2.3-ŠMM-04-V-03-002) because they participated in the seminars about Generation Z conducted by V. Targamadžė, one of the authors of the article, in the academic year of 2014/2015; while taking part in the project, they went deep into the problems related to Generation Z. The informants are from 15 comprehensive schools situated in towns (7) and regions (8). In the research 219 informants took part (in every school the number of the seminar’s participants was limited to 15. In total 221 participated in the seminars, two of them did not return the questionnaires). The survey was carried out in written. The informants were asked to estimate three positions – the first one asked to indicate ten main features of the Generation Z, which they observe by working for a school, in the second one – what education methods do not fit them and to explain why, in the third one – what education methods fit and why. The answers of the informants have been analysed, suitable categories and subcategories have been distinguished. In total the features of Generation Z consist of 9 categories and 14 subcategories.

The research results

The analysis of the informants’ answers allowed distinguishing the following categories and subcategories of the Generation Z characteristic: the pupil’s 1. activity (4 subcategories), 2. vocation for technologies (2 subcategories), 3. value orientations (they were not distinguished), 4. communication (2 subcategories), 5. personality assessment (2 subcategories), 6. learning distinctions and teaching peculiarities (they were not distributed), 7. aspirations (they were not distributed), 8. behaviour (2 subcategories), 9. creativity (2 subcategories). The statements of the teachers that define Generation Z and were repeated not less than 10 times in content meaning were chosen. The answers, which mostly reflected the thought, were presented. Each position will be briefly presented.

The activity can be divided into four subcategories: work activeness, activity organization, maintenance of attention and activity results. The informants define the activity character as follows: ‘active because they want that the activity, views would change rapidly’, ‘hyperactive because during lessons, breaks they constantly move, cannot sit in one place’, ‘very mobile, speak loudly and a lot’, ‘at one time can perform a lot of activities – both read and write and work with a computer’; the respondents pay attention to planning (‘are not apt to plan their activity, to obey deadlines’,

‘are not apt to plan the activity, more spontaneous’, ‘Barbie – nine works, often several assignments are performed at one time, cannot plan’, ‘have problems in the activity planning, consistency of the activity because soon deviate from the activity’, ‘especially if something attracts their attention’. The maintenance of attention – means that ‘they are not able to focus their attention because they soon get tired from the activity requiring longer work and pay their attention elsewhere’; ‘they are not able to formulate aims and plan how to pursue for them’. The subcategory ‘Activity Results’ is presupposed by certain statements of the informants, for example, ‘they want fast result by making as few attempts as possible’, ‘curious, but at the same time impatient – they want everything here and now’, ‘they hardly take failures, do not try to achieve necessary result if they face obstacles’, ‘change their activities, perform them superficially; thus there are no good results of the work’. The analysis of the informants’ thoughts shows that Generation Z is very active, perform several activities at one blow, is not organized enough in seeking for the aim and often it is complicated for this generation to concentrate on one activity, they pay their attention elsewhere, therefore not always achieve the desired result. They lack abilities to formulate aims and to plan how to achieve them. Thus teachers have to focus on purposeful focus of pupils for their activity, to help them

concentrate their attention, learn to formulate activity aims and pursue for them.

It is possible to distinguish the vocation to technologies into two subcategories: the sense in technologies and existence in the virtual environment. The first one could be illustrated by the following examples: ‘are not afraid of innovations, technologies as they know them’, ‘a smart generation – is able to use multimedia, receptive for innovations’, ‘have a lot of experience with ICT – they use a lot of different tools’. The second one – ‘willingly play computer games’, ‘all of them are interested in computers and games’, ‘easily use information technologies’, ‘spend a lot of time in social networks’, ‘the virtual environment becomes ‘home from home’’ and so on.

The value orientations (Category 3) were not distinguished into subcategories as statements were similar enough: ‘materialists – listening to conversations of elder pupils it is often possible to hear speaking about money or what they have bought’, ‘consumers – they want to get everything what is the best’, ‘consumer society – the most important values are material’. The informants fix the following tendencies: orientation to material values and consumerism. No one mentions general, inward values. It is unclear why. Perhaps the teachers simply do not fix them, or perhaps they have negative stereotyped image of the new generation. Actually one informant has noticed that they ‘are disoriented in values’. In any case

this information obtained from the informants gives the message about the problem of value development. Thus it is necessary to decide what values and why to encourage developing. The teachers rather distinctively valued pupils' communication. The respondents did not focus on pupils' bilingual or multilingual ability to communicate. Basically their answers focused on two positions: communication expression, reaction. They wrote: 'verbal communication is missing', they unwillingly answer in coherent text', 'little communicate lively, more in networks', 'small expression of the language, communicate in acronyms', - the teachers record different expression of pupils' communication (acronyms, concentration on the virtual environment, the lack of a coherent text and so on). They also indicated pupils' emotional expression covering their communication: 'communicate fiercely, they tear teachers' eyes', 'bravely communicate, express their opinion', 'respective communication of an adult is very important as they respond by aggression to the anger, others - by tears', 'sensitive and exposed in communication, sensitively react to incomprehension, failure'. Some teachers indicate certain problems, for example, 'brave to express own opinion, needs, but not always hear another person - no collaboration', 'for a long time do not know how to communicate with adults, they say 'you' [in singular], interrupt a conversation', 'in communication

the treatment of an adult as servant is observed'. Some of them even clearly stated that communication is mean - 'possess not enough developed communication abilities'. Thus the communication of the new generation is typical. The teachers evidently value it considering their datum-level and the empirical experience. In any case it is necessary to care for pupils' communication by helping them to understand communicative differences, communication destination and its importance. The teachers focused the personality evaluation on two directions - pupil's self-evaluation and reaction to evaluation of others. They indicated the enhanced self-confidence, inadequateness towards own possibilities - 'self-confident, they evaluate themselves well though they do not possess enough knowledge and abilities', 'self-confident - most often they have their opinion and do not agree with others', 'self-confident - whatever you ask they can', 'they inadequately value themselves, most often they overestimate themselves', 'confidence - they depend on their powers, courageously take any activity', 'brave as they show great self-confidence' and so on. They pointed out the reaction to the evaluation of others as follows: 'they claim attention - they wish to be heard and positively evaluated, hardly hear criticism', 'are afraid of negative evaluation' and so on. The attention should be paid to the remark of one informant that pupils 'like and require attention as they wish to be

evaluated'. The teachers' insights send the message that it is necessary to help pupils to learn to evaluate themselves, their abilities adequately, but not by self-deprecating, one has to develop own potential inward, intellectual and physical powers.

Learning distinctions and teaching peculiarities (Category 6). The informants point out different learning distinctions: 'do not show internal motivation to learn', 'often do not want to do the work anew in order it would be better', 'seek for greater attention of a teacher', 'curious, like innovations as they want to know answers to their questions and are not afraid to search for them', 'if mistaken, they do not care, do not finish home works to the utmost', 'particularly requiring motivation: I am a young person, motivate me', 'the lack of motivation', 'they hastily perform assignments, do not go deep, do not check'. They explain that children lack learning motivation, not enough focus on home works though they are inquisitive. In principle this relates to teaching peculiarities, e.g., 'inattentive because make a lot of accidental mistakes', 'hardly focus their attention as often make mistakes not because that they do not know but because they did not hear', 'require individual attention', 'it is more difficult when they have to think, when it is not necessary to find information and to present it but to spill out own opinion', 'constantly requires motivation, impatient'. Also the attention is also paid to the following

peculiarities important for teaching: 'realists: why is necessary to learn this?', 'why it is necessary' (practically, the important things for a child are stressed) and their inquisitiveness is pointed out ('they desire innovations. It is interesting what it is new, undiscovered, unexplored', and 'curious, they are interested in the activity interesting for them, do not like monotony'). It should be pointed out that these children are inquisitive, not possessing motivation and so on. Simply it is necessary to encourage their interest, motivate them to learn by choosing the methods, content, and forms appropriate for them. It is especially necessary to actualize the curriculum and context, not to forget sustainability of virtual and real space, as well as incentive to perform independent assignments.

The seventh category – aspirations – is related to education and self-education. If pupils' aspirations are adequate, so their learning outcomes become better, as the informants notice, because 'some pupils adequately evaluate their knowledge and abilities; thus they understand that it is necessary for them to learn, to pursue for better outcomes; however, most of them inadequately evaluate their knowledge and abilities, they are apt to overestimate their possibilities', 'if they would be able to understand their possibilities, they would achieve better learning outcomes'. But 'aspirations of most children are high enough, they are unreal', 'if the aspirations would be

adequate, they could pursue for better learning outcomes'. It is possible to consider the teachers' insights that pupils' aspirations are high enough, they are not adequate to possibilities of pupils; this interferes with their learning. Thus it is necessary to help them to understand the importance of the aspirations for life career, in no way by not overestimating and insufficiently evaluating them.

The informants distinguished rather relevant category of behaviour. They distinguished two subcategories: compliance of norms, rules, the expression of behaviour – 'disregard of rules because its truth is absolute', 'we are not subject to follow rules, we are apt ourselves to dictate them', 'intolerant towards others' opinion, routine and rules' and another subcategory is defined as follows: 'Emotional. The behaviour reflects many and variable emotions', 'Egocentric as they require a lot and exceptional attention, help and respect for him / her', 'sensitive as excessively react to the environment', 'sensitive as excessively react to the environment', 'subject to the good, creation of the beauty, but they observe own range of their possibilities'. They do not have authorities, often even parents do not make any impact', 'manipulators as they behave selfishly', 'no concentration towards perspective – they look for themselves'. Thus it is evident that the informants expressed clear enough comment about non-observance of standards and rules or even their disregard as

well as very wide spectrum of emotional behaviour painting. They reflect both negative and positive remarks. The definition of new generation behaviour is important enough; these comments have to be analysed and one has to search for possibilities to prevent and correct the behaviour, as well as possibilities to foster positive behaviour.

Creativity as the feature of this generation has also been distinguished – the informants actually indicated two positions – definition of creative thinking ('they think in non-standard way, without stereotypes because they a situation differently than others', 'original thinking, non-standard', 'weak critical thinking, are able to repeat – to find information, but it is harder to repeat it and to present it in own words') and practice of creativity in empirical activity ('have a lot of thoughts, ideas, but they are lazy to implement them', 'they do not apply their creative fantasies in practice'). As it seen, some informants stressed pupils' creativity, and others just indicated that it scantily manifests. It is difficult to analyse their answers because it might be that the informants differently understands creativity. However, application of creativity in practice is negatively enough evaluated by the informants – it is stated that they do not apply their ideas and so on. Perhaps the informants are under such impression because pupils' creativity manifests not during lessons or the teachers simply do not cognize it.

To tell the truth, the following comment was expressed: ‘they avoid critical thinking because these features are hardly developed’. This already is the stress towards insufficient development of creativity. Such evaluation of pupils’ creativity makes one to get restless because development of creativity at school is very stimulated; however, according to the teachers, it is insufficient. Thus teachers should reconsider their pedagogical activity and search for possibilities to foster development of pupils’ creativity.

Discussion

The results of the performed research show that the new generation distinguishes in the features, which are closely related the virtual environment. Their dipping into the virtual environment influences their reading quality as well. Not linear but loop reading begins to dominate. G. Falschlehner (2014) compared their difference with the walking street of the village – if one goes main street and looks around, it will be linear reading; if one stops by here and there, where it is interesting, this will be loop reading. Thus the loop reading, which has begun to dominate, is related to the fragmented obtaining of information. Bearing in mind that hyperactivity is characteristic for this generation and that this generation can work on multiple tasks at once, their impaired concentration on the essence of the text being

read, no analysis done and insufficient formulation of conclusions are probable. Reading is always related to the relevant context. Thus deixis reading becomes problematic. In general, not going deeper into the text causes problems, for example, often tasks are not understood, one hurries to perform them even by not understanding it properly. The question about teaching and learning of languages arises. Are the methods and strategies chosen properly? Particularly, when one considers bilingualism or multilingualism for education quality in the globalization process. As the new generation representatives browse in the virtual environment, they should know more languages, not only their native language. Thus it might be interesting to explore how multilingual speakers use their languages in the interaction.

The new generation is still not cognizable enough and discovered by us, even not yet understood. Thus it is necessary to search for the strategies of teaching and learning suitable for the generation. This gives possibilities for researchers, teacher trainers, the teachers to assess the process. This is the challenge and at the same to understand the new generation as well as to search for optimal strategies of teaching and learning.

Further researches might consider the analysis of insights of Generation Z representatives how they themselves perceive their abilities, competences and so on. Also it would be

interesting to compare the above-mentioned context with the attitudes of previous generations (not only teachers) towards the new generation.

Conclusions

In summing up the thoughts of this article, it is possible to state that:

1. According to the teachers, the new generation is unique. Its definition presented by the informants can be divided into nine categories by attributing certain subcategories for some of them:

1. activity (4 subcategories: work activeness, activity organization, maintenance of attention and activity results), 2. vocation for technologies (2: the sense in technologies and existence in the virtual environment), 3. value orientations (subcategories were not distinguished), 4. communication (2: communication expression, and reaction), 5. personality assessment (2: pupil's self-evaluation and reaction to evaluation of others), 6. learning distinctions and teaching peculiarities (not distinguished), 7. aspirations (not distinguished), 8. behaviour (2: compliance of norms, rules, and the expression of behaviour), 9. creativity (2: definition of creative thinking and practice of creativity in empirical activity). Every category

(subcategory as well) was defined by the informants distinctively – from the emphasis of their positive features to the indication negative ones. However, in defining this generation the tendency to highlight more negative nuance is noticed. Referring to the definitions of Generation Z presented by the informants, it is possible to state that this generation is still not cognitive enough for the teachers.

2. The features of this generation's pupils highlighted by the teachers (value orientations, creativity, peculiarities of their teaching and learning and others) give the message about the problem of education (self-education) at a Lithuanian comprehensive school and encourage to search for possibilities to solve it. So one would have: to analyse the problem of education at school in different approaches (didactic, axiological, psychological, managerial and others); to identify problems and reasons of their emergence; to project scenarios for their solution and to discuss them with the school community; having discussed these scenarios, to choose the suitable one (or several), if necessary to correct them and again discuss them with the community or its delegated representatives; to implement this (these) scenario (scenarios) and, referring to the monitoring system, to identify possible interferences, to apply proactive management.

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Developing Intercultural Competence in Students - Philologists through Literature

Abstract

The focus of attention in this article is exploration of cultural messages conveyed by literary texts which are used as instruments for raising cultural awareness of students-philologists. The goal of this work is to demonstrate the actual intercultural potential of fictional discourse for understanding otherness and developing students' linguosociocultural competence. The research is based on the experience of analyzing English literary texts with English philology students but the techniques used are applicable for studying culture in any foreign language.

Keywords: *intercultural literacy, intercultural competence target culture, intercultural skills.*

Introduction

Developing intercultural literacy is one of the pressing tasks of modern ELT at any level of education. The traditional communicative method is considered to be a narrow one if it does not integrate “culture” into its curriculum. “Intercultural competence” has become one of the basic methodological terms, though we can come across different ways of interpreting it.

For J. Corbett intercultural competence (IC) is the ability to understand the language and behaviour of the target community, and explain it to members of the “home” community and vice versa [1997:28].

For C. Kramsch IC is not knowledge, but “shared rules of interpretation” that are applied judiciously to familiar and new contexts to make sense of the world [1998:27].

M. Byram [1997] has produced what is to date the most fully worked-out specification of intercultural competences, which involve five so-called saviors, that is, five formulations of the kinds of skills needed to mediate between cultures. Together, these saviors indicate the students' ability to reach, what Kramsch called “the third place”, that is, a vantage place from which learner can understand and mediate between the home culture and the target culture [Kramsch,1993].

The above mentioned and some other researchers redefine the aims of language education acknowledging “intercultural communicative competence” rather than “native speaker proficiency” (a nebulous and rarely attained goal) as the ultimate goal. They argue that “transactional” view of language, which considers it primarily as a means of exchanging information, is not unreasonable but a narrow one. As L. Loveday [1981:123] observes: “Now English is increasingly recognized as approaching the status of a world *lingua franca* and because of this fact there are many involved in its teaching who seek and support its de-ethnicization and de-culturalization. Whatever the outcome of this particular debate will be, L2 teaching should not blindly follow the extreme utilitarianism... and reduce communicative competence to the mere acquisition of skills”. Loveday stresses that by focusing only on the transactional level of a communicative language teaching neglects important cultural information that can help anticipate and make sense of differences in how even simple transactions operate in different cultures.

Such view of tasks of modern ELT does not mean that previous cultural topics (exploring how personal and group identities are valued and constructed) in L2 classes were not paid attention to. Good teachers have always incorporated cultural information to their communicative language teaching lessons. H.

Stern calls this kind of *ad hoc* introduction of cultural information “cultural asides” [1992:224].

But the intercultural approach differs from earlier approaches to teaching culture by moving intercultural knowledge and skills centre-stage, and making them integral part of the curriculum. According to Corbett this means adopting strategies from ethnography as well as linguistics, and defining, teaching and testing intercultural knowledge and skills as well as language skills. Thus, a language course concerned with “culture” then, broadens its scope from a focus on improving the “four skills” of reading, writing, listening and speaking, in order to help learners acquire cultural skills, such as strategies for the systematic observation of behavioral patterns. Moreover, as learners come to a deeper understanding of how the target language is used to achieve the explicit and implicit goals of the foreign language community they should be prompted to reflection on the ways in which their own language and community functions. “The intercultural learner ultimately serves as a mediator between different social groups that use different languages and language varieties” [Corbett, 2003:2].

Home-based EFL learners are restricted to a limited access to native speakers and target culture products, that is why all kinds of texts are still the main source of cultural information for them, and that is why devising

the tasks of how to analyze texts from cultural perspective is of particular importance for the teacher.

Fiction as a source of cultural information.

Fiction text is one of the best resources for training learners to be cultural observers as they contain cultural information about the characters social and geographical identities, and about their values, assumptions and attitudes. ELT, of course, exploits literature for its own ends. From the perspective of the intercultural classroom, literary texts are selected because they illustrate aspects of the target culture. A. Pulverness [1996:11] argues that text selection should focus on the kinds of cultural information literary text can dramatize:

- period culture – “the whole way of life”
- social attitudes – *le vice anglais* (i.e. the class system)
- political values – the state of the nation
- language and manners – soundbites

The vividness of literature lies in the construction of dramatic voices which, though they are fictional, nevertheless represent the people who inhabit a given culture at a particular time.

Corbett remarks that an advantage of “cultural texts” (whether literature, film or other social practice) is that they dramatize the target value system by showing its tensions and conflicts, and this fact may indeed

motivate learners who are negotiating their own tensions and conflicts as they encounter the new culture [J. Corbett, 2001:174-175].

There is a number of published works on the use of literature in intercultural language education at different levels (e.g. Anashkina, 2012; Burwitz-Melzer, 2001; Byram & Fleming, 1998; Kramsch, 1993; MacDonald, 2000). For instance, Eva Burwitz-Melzer describes a sequence of four English lessons with 14/15-year-old pupils of a German comprehensive school and shows how a literary work (a short story) can be used to develop an understanding of otherness.

M. MacDonald and his colleagues from the University of Sterling adopted a four-phase learning cycle which gives a model for using a literary text of some length to explore culture in an ELT setting and monitor the effect of the exploration. The first phase was devoted to pre-reading activities designed to activate relevant schemata by relating the theme and subject matter of the story to the students' own experience and/or knowledge of similar stories. The second phase consisted of students filling in a worksheet of questions checking on the “basic facts” of the story – point of view, character, setting, time, place, and so on. The third phase in the cycle involved small-group discussion of key-issues in the story – plot climaxes, themes and style. Finally, the students returned to a discussion which related the themes of the story to prob-

lematical issues in British culture – for example, class conflict, racial, ethnic or sectarian tensions, colonization, or general alienation.

Both Burwitz-Melzer and MacDonald use almost the same methodological techniques to achieve their goals and student feedback mentioned in both publications suggests that the learners felt that the goals were being achieved.

However, another variant of employing this approach in an ELT setting is possible. Instructor, instead of using complete short stories and novels, may choose a number of short extracts from novels and stories representative of only one particular cultural aspect, say, social attitudes (Pulverness' "le vice anglais") in England for a more detailed analysis and interpretation.

Cultural Analysis Techniques. Preparatory stage.

At the beginning of the course the instructor explains the role of the cultural analysis of a literary text, dwells on the forms of representation and possible functions of sociocultural information in fictional discourse, illustrating his/her point by the analysis of a few passages from English literature. An important thing to stress is that forms of identity in a literary text can be expressed either explicitly or implicitly. Passage 1 from Molly Keane's novel "Good Behaviour" representing the epoch of Edward VII (the end of the

19th - the beginning of the 20th centuries) is a good example of the first type.

In those days one did not quite admit the possibility of cowardice even in young children. The tough were the ones who mattered; their courage was fitting and creditable. A cowardly child was a hidden sore, and a child driven to admit hatred of his pony was something of a leper in our society.

In this text author describes directly a system of moral values of the privileged classes in the period described. Passage 2 from H.H. Munro's short story "When William Came" is illustrative of both explicit and implicit forms of class identity representation:

There are things that a plain esquire may leave undone without causing scandalized remark, but a fiercer light beats on a baron. Trigger pulling is one of the obligations. Up to the present Pitherby has never hit a partridge in anger, but this year he has commissioned me to rent him a deer forest. Some pedigree Herefords for his "home farm" was another commission, and a dozen and a half swans for a swannery.

This extract represents ironically the relationship between the upper and the middle class of English society, the clash of different systems of bringing up, different norms and rules of behaviour. Obviously, the change of the social status involves the change of the whole way of life. The character of the story follows readily all obligations imposed on

him by owning the title of a baron. The reader cannot understand the depth of author's irony unless he possesses a certain kind of social-historical knowledge as well as philological knowledge, in particular, the ability to appreciate connotative meanings of words and word combinations or techniques of creating irony.

Involving learners in the process of identifying and interpreting cultural information.

Each passage chosen by teacher for analysis in the classroom is intended to add some new colour to the cultural feature discussed. For example, passage 3 from H.H. Munro's short story 'Reginald on Worries' is one more example of the relationship between the upper and the middle class in the first half of the 20th century but it also gives the idea of how the representatives of the middle class could raise their social status.

Of course I'm a believer in Nature-study, as I said to Lady Beauwhistle, if you want a lesson in elaborate artificiality, just watch the studied unconcern of a Persian cat entering a crowded salon, and then go and practice it for a fortnight. The Beauwhistles weren't born in the Purple, you know, but they're getting there on the installment system – so much down, and the rest if you feel like it. They have kind hearts, and they never forget birthdays. I forget what he was, something in the City, where

the patriotism comes from: and she – oh well, her frocks are built in Paris, but she wears them with a strong English accent. So public-spirited of her. I think she must have been very strictly brought up, she's so desperately anxious to do the wrong thing correctly.

In the passage the reader faces with one of the ways of getting up the social ladder in England. An aristocrat Reginald comments ironically on the origin and behaviours of the Beauwhistles who, having got the access to high society, are eager to be on par with its members but fail to do so.

The procedure of classroom activities can be as follows:

First, the instructor can make a small introduction about the epoch described and the author of the story.

Then, on teacher's suggestion, each learner is to write out the elements (words, word combinations), which relate the characters of the story to a particular social class. The students are expected to identify such phrases as "to be born into the Purple", "on the installment system", "elaborate artificiality", "studied unconcern", "to do the wrong thing correctly".

After that the students can discuss their choices in small groups or pairs before they exchange their decisions by the whole group.

The teacher's main task at this stage is to follow proper "contextualization" of the chosen elements, that is, taking into consideration

the author's/narrator's and characters' points of view. The author presents an ironic opposition of two social groups, the middle and the upper class. The Beauwhistles do their best to follow the etiquette of the upper class, the conventions which they cannot violate, whereas the aristocrats themselves very often openly disregard them being sure that whatever they do will be correct.

In order to deepen students understanding of class conflict in English culture the teacher can quote social observations of F.M.L.Thompson of the English landed society in the 19th century: *“The strength and virtue oh the conventions which governed behaviour were that they permitted great diversity and colourful eccentricity, and very rarely produced that hypocrisy of more outward conformism or that brand of well-bred inhibition which have sometimes been attributed to the English upper classes. The starchy idolization of etiquette belongs to the aspirants, the new genteel somewhat uncertain of their position...”*

In the context of this quotation Reginald's characteristics of Lady Beauwhistle based on the oxymoronic word combination “she is so desperately anxious to do the wrong thing correctly” becomes clear. The attitude of two social groups to etiquette and conventions appears to be a strong marker of social identity.

The teacher's next step may be providing learners with the text thematically similar to

the first one for their home analysis and interpretation. Here is a sample (passage 4) from another Munro's short story “When William Came”:

No one could justly say that the Shalems were either oppressively vulgar or insufferably bumptious; probably the chief reason for their lack of popularity was their intense and obvious desire to be popular. They kept open house in such an insistent open manner that they created a social draught. The people who accepted their invitations for the second or third time were not the sort of people whose names gave importance to a dinner party or a house gathering. Failure, in a thinly-disguised form, attended the assiduous efforts of the Shalems to play a leading role in the world that they had climbed into”.

The text can be supplied with questions and assignments that would focus learners' attention on the cultural aspect of the text:

1. The position of what social group does the narrator represent?
2. What features of the middle class is the object of narrator's irony?
3. What words and word combinations testify to the ironical attitude of narrator to the couple of Shalems?
4. Comment on the implied meaning of such phrases as “intense and obvious desire”, “in such an insistent open manner”, “the assiduous effort”.

5. What is the stylistic connotation of the phrase “the world that they had climbed into”?
6. How does the metaphor “social draught” characterize the sort of people who attended the Shalems' dinner parties?
7. What does this passage have in common with the previous one from the point of view of the relationship between the representatives of the upper and middle class?
8. On the basis of the two previous extracts make some conclusion concerning class identities in England in the period described.

The teacher can further offer students the texts with a more specific task, for example, to identify markers 1) of living conditions, 2)of behavioural models, 3) of speech etiquette, 4) of ethical and aesthetic values characteristic of different social groups in the period described. In this way the teacher trains the students' separate “saviers” in Byram's terminology (Byram, 1997, 2008): *savoir comprendre* (skill of interpreting / relating), *savoir apprendre* (skill of discovery / interaction) and *savoir s'engager* (critical cultural awareness).

Another task for learners can be formulated as follows: Choose the passage for analysis out of the offered list of novels and short stories. Identify as many markers of sociocul-

tural identity in it as you can. Think of the possible interpretation of the chosen facts.

Exploration of cultural messages conveyed by literary texts can be the subject of students' graduation researches in which they can apply their knowledge and skills acquired in the course of cultural studies.

Conclusion

There is now a long tradition of using literature in L2 communicative classroom. Among other written materials used for teaching intercultural competence fiction texts take not the last place as cultural patterns including norms and conventions of a society, its symbols and stereotypes, its organization of experience are acquired, to a great extent, through texts of particular culture. Being able to extract and interpret cultural information in a literary work equips the learner both with knowledge about the mentality of native speakers and cultural norms governing the target community. Systematic concentration of attention on cultural aspects of a literary text will help learners to acquire the valuable skills of observation, interpretation and mediation that contribute to intercultural competence.

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Kartvelian vocabulary as an intangible cultural heritage and Georgian-Megrelian-Laz-Svan-English dictionary

Abstract

The given paper discusses the significance of Kartvelian languages (Georgian, Megrelian, Laz, Svan) from the point of view of the intangible cultural heritage. It states, that Kartvelian vocabulary similarly to the general vocabulary depicts the life, historic-ethnographic reality, material culture and national worldview of a lingual community. I believe, that for the purpose of the illustration of the above mentioned, the vocabulary of Kartvelian languages must be presented synchronically. This process will vividly reveal the above given problematics and a genetic kinship of Kartvelian languages. For the purpose of the achievement of all these goals together with my colleagues I created the dictionary, which united vocabulary of Kartvelian languages and presented its translation in one of the European languages. The dictionary entitled “Georgian-Megrelian-Laz-Svan-English Dictionary” was created in Tbilisi in 2015. The given article presents the theoretic bases of the systematization of the data of Kartvelian languages. Moreover, it discusses the objectives and tasks of newly-published “Georgian- Megrelian-Laz-Svan-English Dictionary”.

Keywords: *Kartvelian, vocabulary, cultural, heritage, dictionary*

The language is a very interesting phenomenon from the point of view of intangible cultural heritage. Expression of a person's qualities and aspirations, as well as the perception of the Universe is carried

out via the language, more specifically, by means of vocabulary. The lexical system of the language reflects the lifestyle of a language community, historical and ethnographic reality, material and spiritual

culture. In this respect, none of the other sources is able to replace lexical parameters of the language.

This paper makes an attempt to present an intangible cultural heritage through the Kartvelian lexical system. The Kartvelian languages: Georgian, Megrelian, Laz, Svan are extremely interesting from linguistic as well as from sociolinguistic and socio-cultural points of view. Georgian is a language of tuition and church ceremonies for the Kartvelian tribes, with the history of 16 centuries. Such kind of inter-relationship and functional division bound and united Kartvelian tribes, as besides Georgians, Kartvelian tribes (not possessing formal alphabetical systems) also took part in the development of the Georgian literary language and its lexical system. In reality, this was an expression of a unified national worldview.

In order to illustrate this unified national line, a dictionary was compiled on the basis of five languages: 4 Kartvelian languages: Georgian, Megrelian, Laz, Svan on the one hand and English, on the other. Uniqueness and specificity of this dictionary is expressed by the fact that the lexical systems of the Kartvelian languages are united in this dictionary on the basis of translation. This approach simplifies the perception of the unity of

these languages, as well as reveals the dynamic processes characterising language development or tendencies on the synchronic level, which are expressed by both core and borrowed lexis. In this dictionary comprising five languages the lexical units of the Kartvelian languages are defined in English. More specifically, the translation of the Georgian index is presented in English, which will promote Georgian language abroad, together with other Kartvelian languages, not possessing formal alphabets.

The idea regarding compilation and release of the dictionary was conceived and carried out on the basis of the Institute of the Georgian language, at the Faculty of Humanities, in Ivane Javakhishvili Tbilisi State University. The process of preparation and publishing was supported by the Embassy of Switzerland in Georgia and the Swiss Cooperation Office in the South Caucasus.

The data were arranged into the following groups, based on the aims and tasks of the dictionary:

- **Main lexical fund:** terms of kinship, parts of the body, adjectives (including colour terms), numerals, pronouns, endemic flora and fauna, names of celestial bodies, lexical items characterising

time (names of months, weekdays, seasons, etc);

- **Most widely spread verb forms and the participles derived from them:** movement, possession-ownership, existence, eating and drinking;
- **Fruit and vegetable names;**
- **Religious terms;**
- **Adverbs of all groups - of time, place, etc;**
- **Lexical items denoting farming and routine, etc.**

As mentioned above, the main aim of publishing such a dictionary is to reveal:

- **common-Kartvelian worldview shared by all of the Kartvelian languages,**
- **dynamics of a language (resp. languages) development on the synchronic level.**

Both phenomenon, most of all, are expressed in the lexical system of the language and presents not only core but also, the borrowed lexis. It is also worth noting that in this dictionary, the etymology of those borrowings, which were introduced into the lexical systems of the Kartvelian languages long ago, is not denoted. For instance: Greek *moros* “*moros*” which entered the Megrelian

language as *ბოროს* “*boros*” and means *silly, stupid*. With regard more later borrowings, the “lending” language is denoted, even in those cases, when the lexeme is not possessed by the particular language. i.e. Laz *ზამანი* “*zamani*” – *time, which* is originally an Arabic word but entered the Georgian language through Turkish. By providing such indications, we emphasise the language influencing any of the Kartvelian languages.

Now, let us go back to the issue of reflecting / revealing unified worldview of the Kartvelian tribes which will be illustrated on the example of the universal concept-**time**, which is a manifestation of a human being's cognition. Thus its differentiation is based on the movement of celestial bodies. Clearly, complete analysis of the collocations, made up by celestial bodies in the Kartvelian languages which denote a certain moment of time is not the goal of this research. However, I will name several lexical units, which reveal regular correspondences in the Kartvelian languages,

- **Names of celestial bodies:**

(1) Georgian *მზე* “*mze*”, Megr. *ბჟა* “*bža*”, Laz *მჟურა* “*mžura*”, *ბჟა* “*bža*”, Svan *მიჟ* “*miž*” – **sun**

Megr. ჯაშხა “*žas^hxa*” (< “*bžas^h dya*”), denoting the day of the Sun = Sunday.

Laz მჟაჩხა “*mžac^hxa*” (< **mžas^h dya*), also denoting the day of the Sun = Sunday

Svan მიჟლადელ “*miž-ladey*”, denoting: the day of the Sun = Sunday (See:

Quinquelingual dictionary, 2015, 146; 128; Sarjveladze, Fenrikh, 1990, 216-217).

(2) Georgian ცისკრის ვარსკვლავი “*cisk’ris varsk’vlavi*”, Megr. გუმათანე “*gumat^hane*”, Laz თანურა “*t^hanura*”, Svan მღრჰილ “*mərhil*” – morning star.

It is not accidental that the words denoting the Moon and the month in the Kartvelian languages are presented with the same root and stem as one round of the Moon takes 4 weeks, or a month, for example old Georgian მ-თოვ-არე “*m-t^hov-are*”, current Georgian მ-თვ-არე “*m-t^hv-are*” the Moon and old Georgian თთჰე “*t^ht^hûe*”, current Georgian თვე “*t^hve*” the month (*t^hov*→*t^hv* and *t^ht^hûe*→*t^hve* are the same roots). Even more in Megrelian language one and the same lexical unit denotes both the Moon as well as the month: თუთა “*t^hut^ha*”: 1. The Moon, 2. A month.

Revealing a mixed system, names of months in the Kartvelian languages present a very interesting linguistic issue. Specifically, three layers of the system can be singled out:

1. Roman which is common for all four Kartvelian languages and which were originally introduced from Georgian. This concept is also expressed by similar names in all the Kartvelian languages: i.e. Georgian მარტი “*mart’i*”, Megrelian მარტი “*mart’i*”, Laz მარტი “*marti*”, Svan მარტი “*mart’i*” – **March**. The same pattern is followed by **April, May, August**, etc.

*Note: Megrelian and Laz are characterised by the phonetic transformation of borrowed lexical items. Compare Megr. მესი “mesi” – May which presents a phonetically transformed variety of მასი “maisi”: მასი “maisi” > *მეისი “meisi” > მეესი “meesi” // მესი “mesi”. In Laz August is testified by the following word-forms: აღუსთოზი “ayustozi” / აღუსტე “ayuste” (Tandilava, 2013, 40), აგუსთე “aguste” (ibid 11).*

2. Names of months of the Christian origin: Georgian გიორგობისთვე “*giorgobist^hve*”, Megr., გერგებათუთა “*gergebat^hut^ha*”, Svan

გიორგობ “giorgob” / ლიგიერგი
“ligiergi”, the month of saint Giorgi, saint
George – **November**.

*Note: In Georgian November takes its
name from the Roman calendar whereas in
Megrelian and Svan it is denoted by
Christological term, and in Laz a lexical
unit from folk etymology მწილუს
(Quinquelingual dictionary, 2015, 62;
175). მწილუს “mc’ilua” – harvest.
Compare: Megrelian მოწია “moc’ia”–
autumn, which also means harvesting.*

3. Folk terms: It is worth noting that
folk terms are connected with farming in
Kartvelian languages - in Georgian, in
Megrelian and in Laz.

In Georgian October –
ღვინობისთვე “*gvinobist’ve*” is
connected with farming, exactly means
wine making month. This is compound
word that contains two words: ღვინობის
“*gvinobis*” – something connected to the
wine and თვე “*t’ve*” month. It is
corresponded by Megrelian გიმათუთა
“*gimat’ut’a*” and Laz ტახუს “*t’axua*”
both terms used with harvesting of yellow
corn. Megrelian გიმათუთა “*gimat’ut’a*”
is compound word, in which the first part
is გიმუს “*gimua*” – foxtail millet corns
harvesting time and the second part is
თუთა “*t’ut’a*”–month. While Laz ტახუს

“*t’axua*” means yellow corn *breaking*
time. Foxtail millet was so widely spread
in Megrelia that it even gave the name to
one of the months – October, although the
culture of foxtail millet is no longer
observed in Megrelia.

The dynamic nature of the language
development is best seen while contrasting
it to other languages. This kind of
interrelationship and influence is most
reflected by the lexical system of the
language. Things change and, lexical units
also follow the change. There is no
language without any influence from
outside. Even languages without any
formal alphabet can be influenced by a
related as well as unrelated languages
which is not surprising.

As for the trace of the foreign words
in the Kartvelian, it is a well-known fact
that in old Georgian a subject denoting a
small, low table ტაბლა “*t’abla*” is
corresponded by Megrelian ტაბაკო
“*t’abak’i*”, Svan გღრჯ Nბ “*gərjəb*”,
ვოჩქ “*phic’k*”, there is attested also
Russian word სტол “*st’ol*” in Svan.

What does the dynamic process of the
language reveal? In Georgian ტაბლა
“*t’abla*” was replaced by მაგოდა
“*magida*”. First of all, I argue that the
substituted subject was different from the
original one by shape, size, height, etc. In

such cases, Georgian should have either introduce a new name for this subject, based on its own language data, or borrow it. Georgian borrowed an Arabic word *მაგიდა* “*magida*” – *table* like other Kartvelian languages which also borrowed the words denoting a table. More specifically, Megrelian and Svan borrowed the word *სტოლი* “*st’ol*”– *table* from Russian. Laz - borrowed the word *მაგიდა* “*magida*” – *table* from Georgian.

Another couple used as an example is *სარკმელი* “*sark’meli*” - *small window* – *ფანჯარა* *p^hanjara*” - *window* for Georgian. *ფანჯარა* - *p^hanjara*” *window* differs from *სარკმელი* “*sark’meli*” - *small window* and, naturally, they denote two different things. It is a well-known fact that Georgian borrowed the word *ფანჯარა* - *p^hanjara*” *window* from Persian. In Megrelian, *ორკე* “*ork’e*” and its synonyms *ოჭკორიე* “*oč’k’orie*”, *ოსინთე* “*osint^he*” // *სასინთო* “*sasint^ho*” etc are defined in all relevant dictionaries (By Kajaia, Kobalia, Pipia and others) as an opening, through which light enters and smoke leaves (Kajaia, 2002, 468; Pipia, 2008, 36; Kobalia, 2010, 545; 557; 584). Thus none of these words are equivalents to *ფანჯარა p^hanjara*” - *window*. In order to denote this concept, Megrelian

borrowed *აკოშკა* “*ak’os^hk’a*” – *window* from Russian, Laz uses the Persian word *ფენჯერე* “*phenjere*” – *window*, whereas Svan *ლაჯვრა* “*laq^hvra*”, which is translated as a hole.

Arguably, the word *ლაჯვრა* “*laq^hvra*” is still employed in Svan due to the existence of Svan towers although a Russian word *აკოშკა* “*ak’os^hk’a*” – *window* is also attested in Balskvemouri sub-dialect of the Svan language.

The words *სტოლი* “*st’oli*” – *table*, *აკოშკა* “*ak’os^hk’a*” – *window* are classed to be barbarisms in literary Georgian while in a language without an independent alphabet, they are based on spontaneous speech acts and employed as ordinal lexical units while communicating as well as while creating examples of folklore.

Religious vocabulary of the Kartvelian languages expresses Christian worldview and is closely connected with the national worldview. Moreover, they overlap. The comparison of the data of the Kartvelian languages revealed both the traces of the pagan times and cultural connections as well as the extent of the role and influence of a literary language.

As the language of tuition and church ceremonies for all of the Kartvelian tribes was Georgian it was expected that religious vocabulary in all these languages

would be based on the Georgian language. However, the following layers of lexical units were revealed by the present research:

Pagan lexical items which later must have acquired Christian colouring:

Georgian, Svan *ბზობა* “*bzoba*”; Megr. *ბაიობა* “*baioba*”, the latter goes to the pagan times, Laz *ჩიმჩირიში ნღვა* “*chimchirishi ndya*”, – **Palm Sunday**. In Georgian and other Kartvelian languages there is used box tree instead of Palm, therefore the Kartvelian term is *Box tree Sunday* instead of *Palm Sunday*. In Laz *ჩიმჩირიში ნღვა* “*chimchirishi ndya*” the first word (*ჩიმჩირიში* “*chimchirishi*”) is borrowed from Turkish, translated as *ბზა* “*bza*” – *box (tree)*.

In the Georgian word *ნათლობა* “*natloba*”- *christening*, is connected with the cult of light, though this word has acquired a new meaning. In this aspect, Megrelian *ნათუა* “*natua*” – “*christening*”, borrowed from Georgian follows the semantics of the Georgian word. However, Georgian *ნათლია* “*natlia*” – *godmother / godfather* differs from Megrelian *მორდია* “*mordia*” – *godmother / godfather* which clearly goes back to the pagan word *მორდუობა*

“*morduoba*” - *boy's tutoring*. The tradition of *მორდუობა* “*morduoba*” - *boy's tutoring* was spread from ancient times in many parts of Georgia, especially it was very frequent in Megrelia.

In Megrelian the pagan cult is revealed in the name of Easter which in Megrelian is *თანგვა* “*tanap'a*”, meaning lightening; As for the Georgian *აღვგობა* “*avgoma*”, it is created according to the Greek word *ანასტასიოს* “*anast'asios*” and Christological meaning is derived.

Christianity terms of purely Georgian origin increase the role and functions of the Georgian literary language. A special group is created by those lexical units which are transposed, without any changes, from Georgian into other Kartvelian languages:

სახარება “*saxareba*” - *gospel*, *ბიბლია* “*biblia*” - *Bible*, *ჯვარი* “*jvari*” – *cross* (= Laz-Turkish *ხაჩი* “*xachi*”), *ხატი* “*xati*” – *icon*.

The following lexical items undergo a phonetic transformation: Georgian *პეტრე-პავლობა* “*p'et're - p'avloba*”, Megrelian *პერტობა* “*p'ertoba*”, Svan *პირპოლქდინშ* “*pärpol[d]jüš*” – **Feast Saints Peter and Paul**; Georgian *მთავარანგელოზი* “*mt'avarangelozi*”,

Megrelian *თარანგიოზი* “*tʰarangiozi*”,
Svan *თარინგზელ* “*tʰāringzel*” -
archangel (Quinquelingual dictionary,
2015, 146).

It is also interesting to note how the
community differentiates religious terms
and items employed in everyday life, for
example: Georgian *მხარებელი*
“*maxarebeli*” as a religious term),
Megrelian *მხარებელი* “*maxarebeli*”,
Svan *მხარ Nბ* “*māxärb*” – *Evangelist*
(The Laz Language does not represent
religious term of Evangelist). Compare

Georgian *მხარობელი* “*maxarobeli*”,
Megrelian *მხარია* “*maxaria*”, Laz
მხელებუ “*mxelebu*”, Svan *მხენე*
“*maxene*” - smb. who tells good news,
(Quinquelingual dictionary, 2015, 142).

To sum up, it can be concluded that
the Kartvelian lexical system classed as a
intangible cultural heritage reflects and
expresses not only common Kartvelian
data, but also, borrowed items. Both of the
layers are presented in Georgian-
Megrelian-Laz-Svan-English dictionary.

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Teaching strategies of second language writing component according to Georgian language data

ABSTRACT

Teaching/learning of writing component is one of the challenging issues in the process of second language acquisition. It is well known that, when you are teaching/learning writing component cognitive and meta cognitive processes are stimulated which means developing of linguistic competences as well as sociocultural, discourse and communicative competences of a learner. Therefore, teaching writing component is diverse action that requires consideration of various factors from teacher including planning lessons effectively, use of relevant strategies etc. The aim of the article is to demonstrate the main point of teaching writing component, discuss various activities and present their function and results.

Keywords: teaching second language; writing strategies; planning lessons.

Define the issue

Teaching/learning of writing component is one of the challenging issues in the process of second language acquisition. It is well known that, when you are teaching/learning writing component cognitive and met cognitive processes are stimulated which means developing of linguistic competences as well as

sociocultural, discourse and communicative competences of learner. Therefore, teaching writing component is diverse action that requires consideration of various factors from teacher including planning lessons effectively, use of relevant strategies etc. The aim of the article is to demonstrate the main point of teaching writing component, discuss

various activities and present their function and results.

For a long time it was considered that based on the structural approaches deliberate attempt to rise grammar competence was the final goal of teaching writing component of second language. However, in modern scientific literature grammar is considered to be supportive tool in the process of developing writing technic. Despite the fact that second language learners intensively used structural approaches, this theory had its gaps. The researchers think that one of the weaknesses of structural approaches is that formal patterns often demonstrated brief written fragments, which were based on more prepared materials than the analysis of given text. Consequently, this impeded the development of writing skills of students as they only used to compose several sentences, that on the other hand impeded learners to create other type of writing article effectively. It is clear that only the complex of syntax and grammar rules and their knowledge is neither an effective strategy of developing writing skills nor assessment tool of good writings. In eighties there was different approach of teaching writing

component that meant to be writing as a whole process that is why it is called process oriented approach. According to that approach, composing written text is more recurring activity when planning, formulating ideas and editing are happening in directly writing process (P.K. Matsuda 2003). As a result of observation it is clear that new authors as a posed to the experienced authors are planning less and instead of editing they correct grammar and syntax mistakes. Taking into account this serious gap, process oriented approach includes pre-writing activities namely, group work, brainstorming strategy, preparing drafts, group editing of writing, consideration of teacher's comments (Storch, 2013, 22).

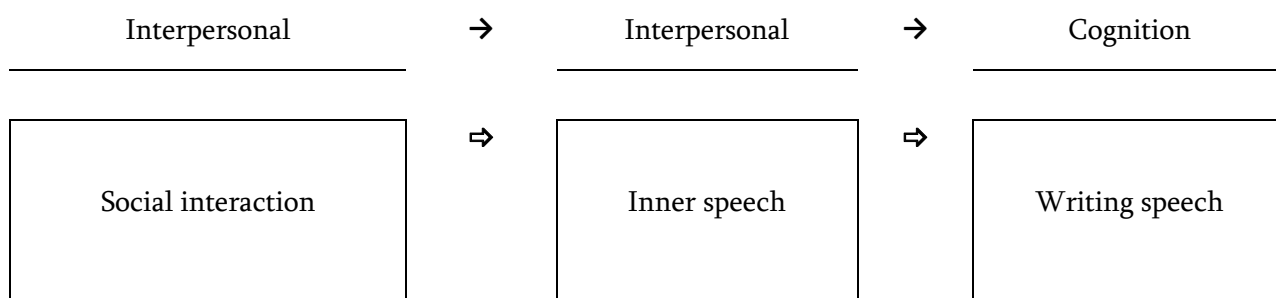
Discussing about the issue, it is important to underline the sociocultural theory of teaching second language, which gives a socio cognitive vision on language acquisition. According to that the process of learning language has cognitive and social dimensions.

A person is a social human being and her/his whole cognitive development is involved in social integration. Therefore, according to above mentioned theory for the

process of learning verbal interaction is vital. (Storch, 2013, 13). Sociocultural factors directly effect on formation of interaction between two persons (Ling Xu, 2009, 55). The behavior of a person is complex process and each of her/his activity is conditioned by sociocultural background (Lantolp, J. P 2004, 83). Sociocultural theory supports using proper methods to solve problem. According to that theory, the development of person's writing language depends on proper social, historical and cultural conditions. According to sociocultural theory social interaction stimulates cognitive skills of learner. Speaking language is mediator, which transforms young learner's social world of interpersonal communication

into interpersonal world of thoughts and develops higher cognitive processes. This complicated cognitive process ends up with inner speech (sometimes called verbal thoughts), that learner uses as a self regulation and guided tool when faces the cognitive problem that needs to solve.

Writing is one of these difficult cognitive operations and inner speech is the instrument of its development. The followers of this theory use term writing speech to describe learner's first attempt in writing (Viberg 2005, 100). Viberg graphically portrays the sociocultural vision on connection of writing and verbal communication



So when we are talking about the process oriented instruction of writing, social ineration as one of the determinant factors of learning only holds a little place in this process and is only engaged in pair work during editing. Therefore, considering the

meaning of social ineration new approach of teaching writing has been elaborated. This is so called collaborative writing which is based on and shares the approach of sociocultural theory. Collaborative writing means the engagement of two or more

authors in whole writing process starting with preparatory phase and ending up with development of final product. Therefore, collaborative writing is a common process when the responsibility of composing texts is shared equally between the participants. During collaborative writing it is important to reach the agreement on what is the idea and how it should be illustrated. Collaborative work requires an inevitability of engagement in collaborative dialogue.

When the problem occurs the learners do not only rely on their linguistic recourses to solve the problem, but they use others knowledge as well. Together they can unite their linguistic recourses, joint presentation and create new knowledge. During their collaborative work they present different points of view. In case of disagreement learners offer the justifications on their ideas (Storch, 2013, 17). This can be called cognitive conflict in collective decision-making process. The researchers confirm that in positive environment where authors are comfortable during challenging each other, that kind of conflict might have positive effect. The conflict like that can cause generating and sharing ideas, detection

of strengths and weaknesses of alternative ideas, expressing and proving clearly your own ideas. (p. 24). On the other hand it requires from students to represent knowledge more clearly and consistently.

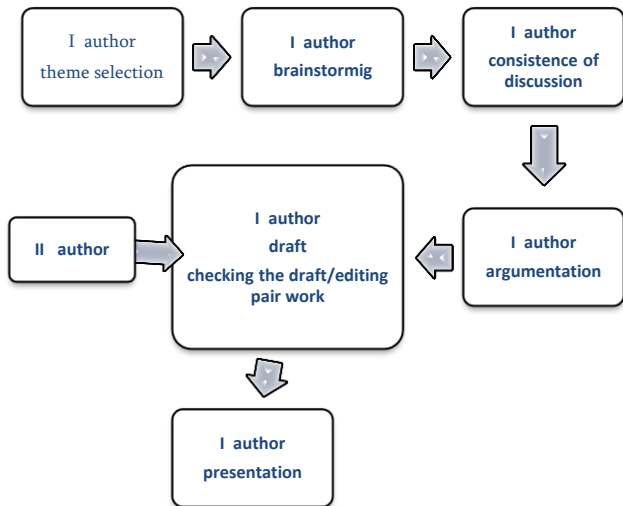
Having regarded to collaborative writing principles C. Mulligan and R. Garofalo did some experiment where four groups of students took part. As a result of the examination researchers made the following conclusions:

1. Collaborative writing supports developing students' social skills.
2. Reduces stress and is time consuming.
3. Raises students' motivation.
4. Writing process becomes content oriented.
5. Develops grammar and structural competences of students. (C. Mulligan, R. Garofalo 2011, 8).

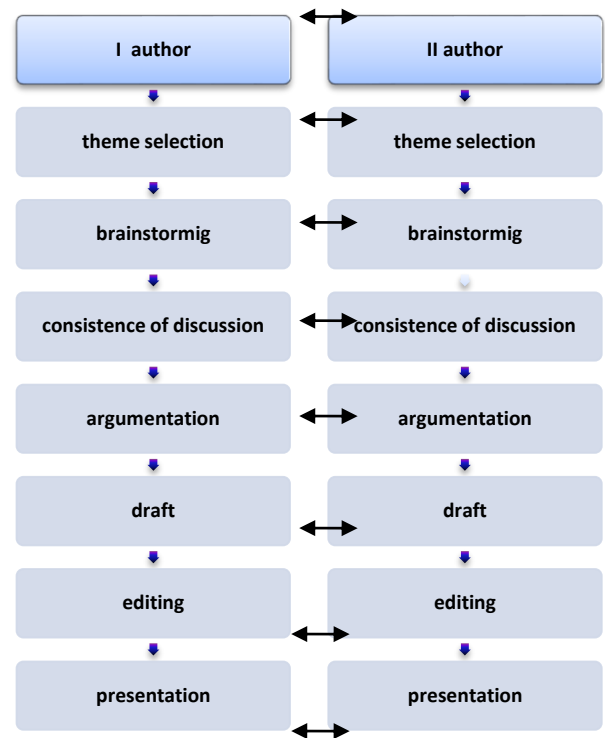
Below there are schematically given differences between process oriented and collaborative writing. It is clear that collaborative writing process fully includes interaction as a posed to the process oriented writing when authors use interaction only for editing and checking the text.

Table 1

Process oriented writing



Collaborative writing



As a result of the processing and comparing different theories of teaching second language we can say that learners should be involved in interaction. The tasks that are used during this kind of interaction should be well-understood. These tasks should motivate the learner to pay attention to the form.

We could say that collaborative writing is based on three above mentioned principles (Storch, 2013, 25). Besides, in the process of writing interaction, discussion, ideas sharing become the platform for rising language

competence. That is why some researchers consider that those kind of writing activities supports learner more to deepen the language knowledge. Therefore, writing activities are more important than speaking in the process of learning second language.

The types of writing activities

In this section we will talk about the writing tasks, the types of writing activities and their functions. Generally, researchers in this field point out several types of writing activities:

- informative writing (design brochure);
- analytical writing (answer the questions in the text);
- keep in mind-oriented writing (making notes);
- argumentative writing (design advertising poster);
- affective writing (create diaries);
- phatic writing, writing with the purpose of establish contact (create congratulation card);
- creative writing (compose a poem);

As we see, considering the aim, writing activity can have different purposes and their distribution depends on the learner's aim, level of the language knowledge and writing skills.

Beside of the various types of writing we should also talk about the writing tasks and their purpose and function in learning process.

K. Hyland provides us with detailed information about this. He points out several important aspects of the writing process that determine composing effective text. Particularly he underlines content (theme related ideas), system (linguistic forms relevant to compose text), process (making draft and editing), genre (communicative aim and rhetorical structure) and context (reader's expectation and hope).

On the other hand, researcher sorts out writing activities and shows which one relates to which factor and covers it. (K. Hyland, 2003, 114).

Table 2

Text type	Content	System	Process	Genre	Context
Get information from written text	✓				
Gather foreign words for writing	✓		✓		
Brainstorming/quick writing for generating ideas	✓		✓		
Mental mapping activity for preparatory phase of writing	✓		✓		
Compose sentences according to the given materials		✓	✓		

Understanding the purpose and the text				✓	✓
Compose simple and complicated sentences		✓			
Putting in order mixed texts and sentences		✓			
Fill the gaps in paragraph with targeted structures and lexical units.		✓			
Finish the unfinished text		✓		✓	
Authentic text analysis according to the parts and the features				✓	
Practical use of met language for understanding the parts of the text (main sentence, thesis, introduction, transitional paragraph)				✓	
Understanding the type of the text and presentation				✓	
Compare texts that are made with different purposes, for different audiences and according to different structures				✓	✓
Compose other texts according to given model		✓		✓	
Compose text based on the visual information		✓		✓	✓
Making draft version based on the results of preparatory phase of the writing	✓		✓		
Take part in dialogue	✓		✓		✓
Working on academic writing principles - narrative, description, argument, process...			✓	✓	

The aim of the following article is to grouping the writing activities from simple to complex in order to illustrate which type


of task would be more acceptable to use at different levels of language competences - elementary or advance level. Therefore, we

have the following order of writing activities:

- To collect foreign words to do writing activity;
- To compose simple and complex sentences;
- To finish unfinished text;
- Putting in order random text or sentences;
- To compose sentences according to the given materials;
- To fill in the gaps in paragraph with target structures and lexical units;
- To create mind map for the preparatory phase of writing;
- To create parallel texts according to the given pattern;
- To create drafts according to the results of the preparatory phase of writing;
- To compose text according to the visual information;
- Brainstorming/ quick writing for generating the writing ideas;
- To get information from the written text;
- To comprehend the purpose of the text;
- To comprehend and present the type of the text;
- To analyse the authentic text according to its features and parts;
- The practical usage of metalanguage for the comprehension of the parts of the text (main sentence, thesis, introduction, a transition between paragraphs);
- To compare texts composed according to different purposes, different audiences and to different structures;
- Working on the basic principles of academic writing - narrative, description, argument, process...
- To take part in the dialogue;

In the process of the teaching writing it is important to mindfully use activities and tasks with the consideration of which activity can learner handle independently and what activities require teacher's instructors and facilitation. The following scheme gives us a possibility to overview the writing strategies that are used at the first stage and that are going to be used at a higher level, for instance, in the process of composing and during independent writing (Shabashvili, 2012, 47).

Table 3

<p>Writing with help</p>  <p>Independent writing</p>	Graphology	Writing basics (developing motor skills, orthography, punctuation)
	Supportive phase of writing	<p>Sample writing activities (comparison, fill in the gaps, identifying features)</p> <p>Pattern analysis and manipulation (putting in order, rearrange, combine)</p> <p>Model based writing (finish text and parallel writing)</p> <p>Instructions for composing story (data transfer, information transfer)</p>
	Compose	<p>Writing components (plan, preparatory phase of writing, making draft, editing technics)</p> <p>Writing process (compose text for target audience on real or imaginary themes)</p>

As we see here, at the supportive stage of the writing it is recommended to work on the pre-prepared text, doing tasks and based on the refined text composing sample story, whereas considering academic writing principles happens at higher level of learning language.

Based on the theoretical researches and practical experience we could elaborate writing activities that can be integrated on different stages of teaching language. During the one lesson/lecture different types of tasks can be used. A teacher can combine them according to which competence it intends to raise and activate. For instance, selection of a right form focuses on deepen the grammar competence. At the lower level of language competence beside of these kinds of tasks we can also offer learner to compose sentences,

read sample texts, comprehend and answer the questions, and then independently compose a dialogue. In addition, we could teach a learner to express her/his own ideas/opinions clearly. Here are the concrete types and sub-types of writing tasks:

The types of writing tasks:

1. Diction:
 - phonetic dictation;
 - dictogloss, text dictation;
2. Selection of right forms:
 - Select right grammar form;
 - Select right lexical units;
 - Select right phraseology;
3. Insert:

-
- insert with right form (case, pronoun, numeral, tense);
 - insert linguistic instruments;
 - insert phraseologies;
4. Completion:
- complete sentence ;
 - complete paragraph;
 - complete dialogue;
 - complete text;
5. Description:
- picture description;
 - item description;
 - family member/friend description;
 - famous person description;
6. Fill in:
- fill in the gaps in sentence;
 - fill in the gaps in text;
7. Conjunction:
- conjunction of synonymous and antonymous peers;
 - conjunct phraseologies;
 - conjunct parts of the dialogue;
8. Take out extra forms:
- take out extra lexical units/phrases;
 - take out extra and incorrect grammar forms;
9. Turn into:
- turn into a pronoun, numeral, tense;
10. Underline:
- underline incorrect and extra forms;
11. Extract:
- Extract relevant lexical units, idiomatic expressions from text;
 - Extract main sentences/arguments from text;
 - According to specific purpose find and extract relevant information in/from text;
12. Interpret/explain:
- write explanation on pre-planned and implemented action by learner/group of learners;
13. Argumentation:
- reinforce the author's position with different arguments;
14. Express opinion:
- express your own opinion on different cases;
 - Write:
 - write relevant forms, explanations;
 - Putting in right order:
 - putting the parts of the dialogue in right order;
 - putting the parts of the text in right order;
15. Compose:
- compose sentences according to the given forms;

- compose analytical text according to the given picture;
- compose a story according to the given picture;
- compose a dialogue according to the given picture;
- Evaluate a musical performance and express your own view.

16. Answer the questions:

- write an answer of the question asked by your co-learner;
- answer the text related questions;

17. Write a brief summary of the text/dialogue;

18. Making of:

- make up sample sentences;
- make up complex sentences;
- make up dialogue;
- make up paragraph;
- make up text;
 - make up official text, text ads, reports, advertisement, personal e- letter;
 - make up a fiction text;
 - make up a poem;
 - make up a text for the theme related song;

19. Preparatory phase of the writing:

- getting materials;

- brainstorming;
 - brainstorming on specific theme;
 - analyse the ideas as a result of the brainstorming;
- Make a plan;

The writing tasks are more or less presented in every textbook of second language. However, according to the circumstances and the purpose a teacher can make adjustments - simplify the tasks of make them complicated. A teacher can add various exercises and keep learner motivated. As for the selection of learning strategies and approaches, as we already mentioned collaborative writing is one of the effective forms. So a teacher can use any of these activities to make language learners do them collaboratively. Working individually is effective for doing grammar exercises. But revision of the exercises that are done in peers is an additional component for raising language competence. And this is one of the strategies of process oriented writing. Therefore, the both discussed approach of language instruction - process oriented learning and collaborative writing can be actively used in learning process. What is important is to mindfully select activities in advance, which are focused on learning goals and competences. This requires teacher's responsibility and experience.

Templates of exercises:

In third section there are given the templates of exercises from above mentioned list. The templates are based on both - process oriented and collaborative writing principles. Every template has its description, strategy list and information about upcoming results.



Exercise type:

Comparison.

Description of exercise:

This exercise can be done at supportive phase of writing. The aim of the exercise is to activate strategic competences, advance the levels of sentences and paragraphs. The exercise can be done at low and mid level of language acquisition. One of the effective ways to do the exercise is to use graphics and images.

Strategies:

Usually this type of activity has effective results, because learners share ideas and experience and learn foreign language from one another. The final phase is an individual work. Students should discuss loudly and compose comparative text, which then teacher will revise and assess. As we see this is a complex task and in its implementation process several cognitive strategies are involved: comprehension, obtaining

information from memory, translation, explanation/verification.

Example:

We could use multimedia and graphics during carrying out this task. It is possible to allow students to listen the same melody by different artists. With the aim of raising socio-cultural competence it is desirable to present the audience Georgian melody in different musical genres (for instance, folk song and its modern interpretation). After that by considering linguistic competence we should offer learners proper lexical units for enriching vocabulary. It is better to put vocabulary comprehensively according to the parts of speech.

Verbs: sings, performing, sounds, like, listen, differ, looks like etc.

Adjectives: sad, funny, romantic, folky, loud, melodic, harmonic, easy etc.

Nouns: polyphony, song, melody, rhythm, genre etc.

Language clichés: It is important to offer learners (even at low level of learning) necessary language formuls for construction of comparison and contradiction: more, until/till, compare to this..., different from... In case of misunderstanding lexical material, it is possible to activate learners' native language and use translation (vocabulary). After developing vocabulary and phraseology a verbal discussion should be conducted by using acquired language clichés and words. It is also possible to work in peers (Shabashvili, 2012, 51-54).



Exercise type:

Theme - in supermarket.

Description of exercise:

Theme development covers several stages and therefore several lessons/lectures could be needed. Language, discursive and socio-cultural competences are activated. Activities cover the level of sentences and text.

Strategies:

When doing different exercises it is possible to use different strategies, individual

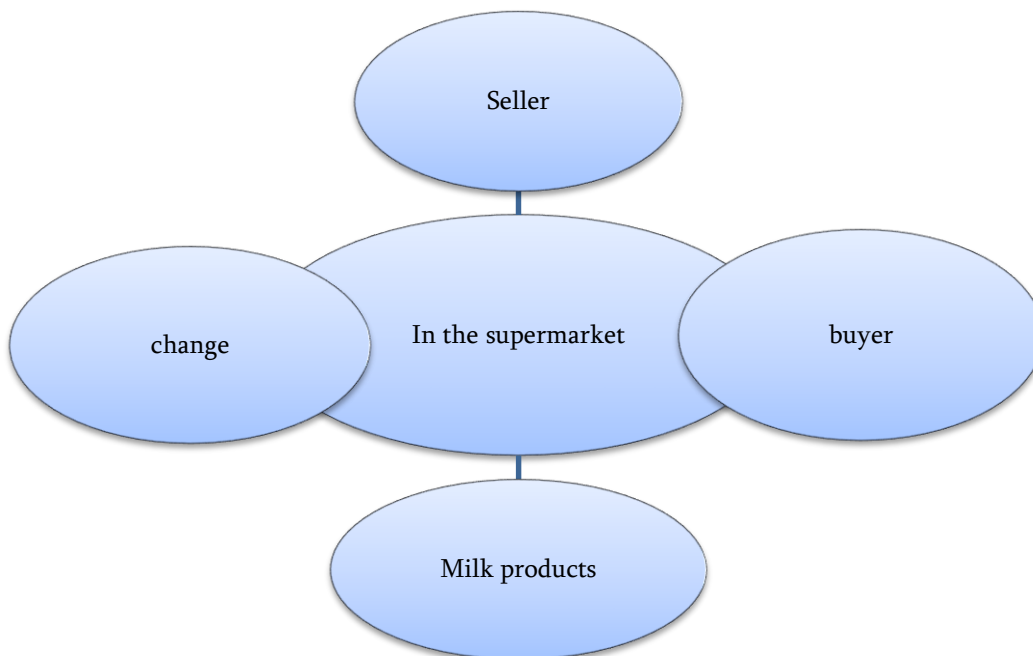
work, group work, brainstorming, planning, composing text with collaborative writing principles, group presentation, make a mind maps, repeat, group editing, correct mistakes.

Example:

First phase - activate knowledge

With the principle of brainstorming and with the help of teacher learners should make a list of familiar words related to supermarket. By doing that learners activate knowledge and acquire new material based on others' knowledge.

Figure 1



Second phase - enrich lexical material

According to the level of language command a teacher gets acquainted students with new lexical units, nouns, adjectives,

adverbs and verbs. It is desirable to use various parts of speech obtained from one base by derivation and focus on their determiners. For instance: Երեւոյն - Երեւոյնում;

ტექნიკა - ტექნიკური; ახალი - გან
ახლებული; მრავალი განყოფილება -
მრავალგანყოფილებანი; კეთება - აკეთებს -
გაკეთებული.

Third phase - Formulate phraseologies and
question forms: what does it cost?

Fourth phase - level of sentence: make
sentences with lexical units.

Fifth phase - describe a theme related
picture. Group work, participate in dialogue,
collaborative writing.

Sixth phase - Read theme related text.
Comprehension, answer the questions in
written form.

Seventh phase - Make text related questions.
Collaborative writing, make and exchange
questions and answer in written form.

Eighth phase - Fill in the gaps in familiar
text.

Ninth phase - Do grammar exercises.

Tenth phase - Make dialogue in written form
and make presentation. Collaborative
writing, role games, use of familiar lexical
units and phrases.

Eleventh phase - Compose descriptive text.
Compose simple theme related text
independently. For instance, learners can
describe market near their house.

Twelfth phase - Create analytical text.

Create analytical text on following
theme: How would be a good supermarket
and why you think so? Learners should name
2-3 arguments on each idea. During writing
they should use the following phrases: I
think that... In my opinion... mostly... it is
important to... etc.

Thirteenth phase - Presentation, group
work. As an independent work learners
should prepare presentation on following
topic: supermarket. They can use audio,
video and other visual materials, media
instruments and the elements of role games.



Exercise type:

Theme - weather

Description of exercise:

For topic development sample text and
dialogue are used. It is possible to do the
exercise at mid level of language
competence. Working on the topic a learner
raises grammar, discursive and sociocultural
competences. A learner will be able to write
formal and informal texts on any issues
regarding weather and also will be able to
establish communication with others. There
are several different types of exercises:
grammar exercises, text-based activities,
create independent text according to
collaborative and process oriented writing
principles.

Strategies:

Beside of independent work it is also possible to involve group work, brainstorming, pair work, editing, correction of mistakes, questionnaires in order to do the following exercises:

Example:

Grammar exercises:

1. Underline correct form

1. მე მიყვარს შემოდგომა/შემოდგომას.
2. წინო/წინოს აქვს ლამაზი ქოლგა.
3. ანის/ანი სჭირდება თბილი ტანსაცმელი.

4. ალაბეგი/ალაბეგს ეშინია წვიმაში სიარული.
5. წუნე/წუნეს უყვარს მეგობრებთან ერთად სეირნობა რუსთაველის გამზირზე.
6. მარიამი/მარიამს მოსწონს ეს წიგნი.
7. შენ რა/რას გიყვარს?
8. მე მჭირდება ბევრი სწავლა/სწავლას.
9. შენ გინდა ცხელი ჩაი/ჩაის?
10. დღეს ჩვენ გვაქვს ხუთი ლექცია/ლექციას.
11. მე მიყვარს მოღრუბლული ამინდი/ამინდს.
12. ჩვენ არ გვიყვარს ქარიანი ამინდი/ამინდს.

2. Fill in the gaps:

Hello, my ----- is Nino. -----from Akhaltsikhe, but now ----- in Tbilisi, I am ----- here at Ivane Javakhishvili Tbilisi State University and ----- my faculty very much. I ----- lots of new friends and everyday ----- lectures. Living here is very -----, but I ----- to go to my village. It is autumn and today in Tbilisi is a ----- weather. Outside is very ----- and it is 13 degrees Celsius. Wind is ----- and it is cloudy. It is raining but I ----- rain. In rain I like ----- with my friends. I have an umbrella and do not afraid of ----- in rainy weather. I ----- autumn very much. October is my ----- month.

3. Put the relevant forms: (he/she) has, (we) love, (they) want, (they) like, (I) love, (I) want, (I) like, (we) have, (I) have, (you) want, (it) is, (they) love, (it) has

1. Ambartsum ----- new telephone.
2. I ----- walking in the rain.
3. Do ----- to go to the cinema?
4. My friends and I ----- playing computer games.

5. Central museum -----opposite to my school.
6. My school -----a big sport room.
7. Rusana and Aghavni ----- ice-cream.
8. Children -----animated film about Shrek.
9. I-----our new house.
10. Aghabeg and Garlen -----Georgian language lectures.

4. Underline correct form:

1. ზაფხული ჩემი საყვარელი წელიწადის დროა. ზაფხულში თბილისში ყოველთვის ძალიან ცხელა/ცხელია.
2. ნინოს საუზმეზე უყვარს ცხელი/ცხელა ჩაი და კარაქიანი პური.
3. ჩემს მეგობარს ძალიან მოსწონს თბილ/თბილა ამინდში ქუჩაში სეირნობა.
4. წელს ზაფხულში ცოტა ცივია/ცივა.
5. ეს ჩაი გრილია/გრილა, მე მინდა ცხელი და მაგარი ჩაი.
6. აღაენი მეგობრებთან ერთად ზამთარში ეგვიპტეში მიდის დასასვენებლად. ამ დროს იქ ძალიან ცხელია/ცხელა.
7. შემოდგომაზე ყოველთვის გრილი/გრილად ტანსაცმელი მაცვია.

Working on the text

Read text:

Hello, my name is Nino. I am from Akhaltsikhe, but now I live in Tbilisi. I am studying here at Ivane Javakhishvili Tbilisi State University and I like my faculty very much. I have lots of new friends and I have lectures everyday. Living here is very interesting, but I want to go to my village very much. It is autumn and today it is bad weather in Tbilisi. It is very cold outside, the temperature is 13 degrees Celsius. Wind is blowing and it is cloudy. It is raining, but I like rain. I love walking in the rain with my friends. I have an umbrella and do not afraid of walking in rainy weather. I love autumn very much. October is my favourite month.

➤ Vocabulary:

- Rain - rainy
- Cloud - cloudy
- I love - favourite
- Sun - sunny
- Cold water - it is cold at home
- Hot coffee - it is hot outside
- Cool summer - it is cool outside.
- Warm clothes - it is warm at home
- Verbs: I have, my name is, I like, I love, I need.
- Expressions: In my opinion, I think, maybe, supposedly, in my view...

➤ **Answer the questions:**

- Who is Nino?
- Where does Nino study?
- Does Nino go to the University everyday?
- What is the weather outside according to text?
- What does Nino like?
- Which month is Nino's favourite?
- Where does Nino want to go and why?
- What kind of weather do you love and why?
- What is the weather outside? Look out of the window and describe.

Working on the dialogue:

➤ **Read dialogue:**

- Hello, how are you?
- I am fine, how are you? How are you doing? Where are you going?
- Now I am going to the university, today I have many lectures. Are not you attending lectures?
- Yes, I am but I am a little bit of upset, because today is very bad weather.
- Yes, it is true. It is cloudy today and raining. It is cold outside, according to weather forecast now it's 15 degrees Celsius. It is going to be pouring rain and strong wind in the evening. I do not like rainy days.
- Really? I love rain and walking in the rain with my favourite umbrella. I remember last year I was in village, it was pouring rain outside and then a rainbow came out. It was beautiful. I love green grass and rain drops. My friends and I were happy. My dog Jackie was happy too. I miss my village so much and want to go home.
- I also miss my family. My little brother is already 5 years old. He likes playing in the rain. We have a red old umbrella at home. My brother loves it very much and often plays in the yard. He is waiting for me everyday.

➤ **Answer the questions:**

- Who are the main characters of the dialogue?
- Where did they meet?
- What is the weather outside?
- What was the weather last year in the village?
- What is name of the dog?
- How old is the brother of the character in a dialogue?
- What kind of weather do the characters love?

➤ **Fill in the gaps in dialogue:**

- Hello, how are you?
- Fine, how are you? How are you doing? Where are you going?
- Now I am -----to the university, Today I -----many lectures, Are you attending the lectures?
- Yes, I am but I am a little bit of upset, because today is very bad weather.
- Yes, it is cloudy today and raining. It is -----outside. According to weather forecast it is 15 degrees Celsius. In the evening it is going to be -----rain and -----wind. I do not like rainy days.
- Really? I love rain and ----- in the rain with my favourite umbrella. I remember last year I was in village, it was pouring rain outside and then a rainbow came out. It was beautiful. I love green grass and rain drops. My friends and I were very------. My dog Jackie was happy too. I miss my village so much and want to go home.
- I also ----- my family. My little brother is already 5 years old. He likes playing in the rain. We have a red old umbrella at home. My brother loves it very much and often plays in the yard. He is -----for me everyday.

➤ **Put the text in the correct order and rewrite:**

- Yes, it is true. It is cloudy today and raining. It is cold outside, according to weather forecast now it's 15 degrees Celsius. It is going to be pouring rain and strong wind in the evening. I do not like rainy days.
- Hello, how are you?
My brother loves this umbrella very much and often plays in the yard. He is waiting for me everyday.
- Now I am going to the university, today I have many lectures. Are not you attending lectures? My friends and I were happy. My dog Jackie was happy too. I miss my village so much and want to go home.
- Yes, I am but I am a little bit of upset, because today is very bad weather.
- I also miss my family. My little brother is already 5 years old. He likes playing in the rain. We have a red old umbrella at home.
- Really? I love rain and walking in the rain with my favourite umbrella. I remember last year I was in village, it was pouring rain outside and then a rainbow came out. It was beautiful. I love green grass and rain drops.
- I am fine, how are you? How are you doing? Where are you going?

➤ **Create text:**

Imagine that you are in France for one month to learn French. Write e-letter to you friend, tell him/her about the weather in your city.

➤ **Create text:**

Create a sample text (150-200 words) using the following verbs: (I) want, (I) love, (I) like, (I) have (someone/something) , (I) need, (I) miss...

➤ **Create text:**

Create a text about your favourite weather. Give arguments, cases, use familiar words/phrases...

➤ **Create text:**

Make a questionnaire about weather issues. For instance, Does you mood depend on weather? What kind of weather do you like? etc. Ask your friends to fill the questionnaire and then write a sample text using statistic data.

➤ **Create text:**

Example:

Toastmaster

According to an old Georgian tradition a Toastmaster is a main member, central figure and a leader of Georgian Table (Feasts). A host or the members of the feast choose a toastmaster who is an old respectful man who knows the rules of the feast well. There can be many reasons of a feast in a family: wedding or various celebrations. Therefore, the main responsibilities of a toastmaster are to say toasts and coordinate the feast as required. According to ethnographic materials, in

Make a weather forecast together, use internet resources and activate your vocabulary.



Exercise type:

Working on text.

Description of exercise:

It is possible to do the exercise at mid level of language competence. If learner is a beginner a teacher can adapt and simplify text according to the learner's knowledge and vocabulary.

The text is about Georgian traditional and cultural phenomenon - Toastmaster. Therefore, working on the text is very important in terms of raising learner's cultural competence.

Strategies:

Various strategies can be used when working on a theme: group work, role games, create different texts, make questionnaire, independent and collaborative writing.

past period a child was taught and was getting used to become a toastmaster. A toastmaster should be well educated, talkative, patient, diplomat. People should respect him. The toastmaster's speech should only last for 3-4 minutes. He should keep the sequence of the toasts: First toast - Thanks God! Then he should tell a toast to family members. Also, it is important to say a toast with regard to those who died, to peace, to homeland, to attendees. In terms of the relationships Georgian table (feast) is the best and a toastmaster should support (provide) that.

First phase: Working on the text

Vocabulary:

Responsibility/duty, old, talkative, was getting used to...

Phraseology:

Support/provide, to lay the table, to say a toast, attendees, to keep the sequence...

Second phase: text related questions:

- What is main function of the toastmaster?
- What are the characters that the toastmaster should have?
- According to the text, is it appropriate to tell long toasts at Georgian feast?
- How long should a toast last?
- What is the right sequence of the toasts?
- What type of a person was chosen as a toastmaster?

Third phase: general questions:

- Have you ever been on Georgian feast?
- Do you like the tradition of Georgian table/feast? Why?
- Which toast would you say?
- Which toast do you like and why?
- In your opinion, what is the essence/purpose of the tradition of Georgian feast and toastmaster's institute?

Fourth phase: Make a dialogue

After comprehending and discussing the text, learners are ready to make their own texts on the given topic. Make a dialogue is a very good option.

Fifth phase: role games

Doing this task requires group work. Learners in groups create imaginary social environment according to the information in text. They think about some cases, texts,

share roles and then make presentation on the results.

Sixth phase: homework

After the various activities it is important to enhance the knowledge. For this purpose students should create texts on their favourite national tradition. The text should cover the following information: description of the tradition/traditions, own attitude, personal history or an adventure relating to a tradition, and others' (friends,

family members) attitudes based on a survey/questionnaire. At that time an author should take into account the principle of logical order of the text and should get rid of lexical tautology. For the next meeting a student should present her/his work. During presentation it is possible to use visual and audio materials, role games. We could advise students to use the language clichés such as *I think, I like, I respect, in my opinion, as they say, according to the oldest tradition etc.* (Shabatshvili. 2012, 61-65).

Exercise type:

Describe a picture:

Exercise description:

The following activity is about to describe and analyze the visual material - photo. Learners ask and answer the analytical questions, make assumptions. This kind of exercise activates the cognitive and

metacognitive processes, which is known as one of the effective ways of learning language. It is possible to use this type of exercise at low and mid level of language competence.

Picture 1



Strategies:

According to teacher's instruction, learners should use the strategies of collaborative writing, create text together, use different forms of individual and group work.

Example:

Describe a picture:

Picture 2



First phase:

Ask each other analytical questions:

- Who is in the photo?
- Which time of the year is?
- Where are they walking?
- What do you think what mood are they in?
- Where are grandfather and his grandson/granddaughter going?
- In your opinion what are they talking about?

Second phase:

Ask additional questions to a student sitting next to you to answer them. Then check the answers and write your comments.

Third phase:

Write the description of the picture. Use the following phrases: I think, in my opinion, as we see here etc.

Fourth phase:

Group work: Write a sample story together according to the picture. Use illustration materials.



Exercise type:

Describe a picture.

Exercise description:

As previous exercise the aim of this activity is also to describe the photo. But in this case sociocultural competence is activated more, because old Tbilisi is pictured. A teacher can talk about historical facts and tradition.

Strategies: According to the teacher's instruction learners should use collaborative

writing strategies, create text together, use different forms of individual and group work.

Example:

Look at the picture, to describe it write down 5 nouns, 5 adjectives and 5 verbs. Read your partner's list, specify common and different forms. Think about why you chose them and then create a sample text (150-200 words) together with your partner. In the end read the text loudly in front of the audience.

Exercise type:

Quick/free writing

Exercise description:

At supportive phase of writing quick or free writing strategies can be used. The main principle of this is: think, connect, share (Nancy Herzfeld-Pipkin). We should give the beginner authors some time to think, to discuss with partner and then each of them should be creating text during 5 minutes without break. In this case we do not pay attention to grammar mistakes, tautologies.

The results are discussed among students. In the end they present their works in front of the audience.

Strategies:

For doing this kind of writing activities a learner uses the strategies of information comprehension, organization, cognitive review and metacognitive monitoring. This helps her/him to advance writing skills and

move to a higher level. The students observe the process of writing through their and partner's works. They understand the weaknesses and strengths, which they would consider for the next phase of the writing.



Exercise type:

Fill in the questionnaire

Exercise description:

For the organization of successful writing process one of important things is to generate ideas and illustrate them coherently. In the exercise which is given as chart, student should answer the questions, give examples, use key words and phrases. By doing so a beginner author gets used to illustrate knowledge reasonably. Obviously the theme should be relevant to their level of language competence and interests in general. In addition, it is desirable that raising sociocultural competence would be the focus of the topic.

Conclusion:

In the end, once again I would like to mention that developing writing competence and teaching writing is one of the complex tasks for learner and for teacher. As we see writing activities can be various

and can set various goals as well. On the other hand, there are several different approaches in teaching writing. Process oriented and collaborative writing approaches were emphasized here. Besides, it is important to consider a learner's level of language competence and therefore the phases/stages of teaching language - supportive and independent writing. Also, we should take into account the upcoming results and focus on raising grammar, discursive and sociocultural competences. We could make a conclusion that only the integration of these four important factors is a key for successful writing process. So a teacher should fully understand each of its function. A teacher should plan the teaching process in advance to know well which activity and factor are relevant to each other and what will be the results that a language learner will get.

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