MULTILINGUAL EDUCATION

DIMTEGU Development and Introduction of Multilingual Teacher Education Programs at Universities of Georgia and Ukraine

Tempus

Content

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Intensifying the foreign language proficiency at the secondary school within the framework of multilingual education

ABSTRACT

The article under consideration dwells upon the comparative analysis of the contemporary foreign languages teaching methods of the modern systems of secondary education of Canada and Ukraine with the emphasis on the multilingual aspect of their development.

The given research focuses on the problem of searching the ways of enhancement of the English language teaching methodology (English being a foreign language) at the contemporary secondary general education establishments of Ukraine in within the framework of multilingual education.

The topicality of the issue concerned is predetermined by a range of factors which include but are not limited to the urgent problem of constant perfection of teaching methods, by the permanent increase of requirements to the system of education as a whole, but also by the fact that they are viewed from other angles under conditions of globalization processes, thus in the light of the above it goes without saying that the educational programs have to respond to the standards of multilingual and multicultural personality upbringing that in the future will be competitive in European social space.

Therefore, the close attention of contemporary world-class educational circles on a whole, and Ukrainian in particular, not surprisingly, is concentrated on the qualitative changes in the sphere of foreign languages teaching. Not coincidentally, the English language teaching is found in the focus of this attention, as this language is still on the leading positions at Ukrainian schools. It is a well-known fact that English is one of the most widespread and influential languages in the world, one of the six official languages of

the UNITED NATIONS, and therefore, it is the language of international cross-cultural communication. Modern youth, existing in a progressive society that is undergoing rapid social and cultural changes, is committed to self-development, and the English language can perform the function of one of the main tools for obtaining by secondary school pupils the required knowledge in different fields of science and life, as well as being the tool of communication and experience exchange with representatives of various countries, and all this, of course, brings the whole system of secondary education in Ukraine on a qualitatively new level. However, it is not a rare case when the level of knowledge does not meet the standards of the school program. Under these conditions the problem of methodological background of language teaching of pupils of secondary educational institutions still remains up-to-date. Studying and drawing on the educators' experience from other countries seems to be one of the ways to overcome this lacuna.

It seems to be an obvious fact that thanks to the improvement of English teaching methods at secondary schools not only the problem of improving the Ukrainian school pupils' mastery of foreign languages should be solved, but also more global issues – such as development of Ukrainian educational system as a whole, which in the future leads to an increase in the number of highly skilled workers in all fields of science and industry.

Therefore, it is clear that nowadays the problem concerning improvement of English teaching methods may be regarded as urgent one, which is under consideration of the numerous linguists, psychologists and methods specialists. Various language schools and language courses use a huge amount of well-known English teaching methods, including interactive methods of teaching languages, design briefs, other methods that appeared thanks to the synthesis of the known techniques (audio-lingual, intensive, active and affective-semantic techniques) with new methods.

Transition from grammar-translation method and its derivatives to the communicative method of English teaching seems to be one of the most efficient ways of solving the problem of more effective foreign language teaching. The target of communicative method is to teach students communication in live language environment, in contrast to mechanical choice of grammar rules and drilling the words that the student never uses either in the classroom or in day-to-day communication.

Foreign scholars pay great attention to the study and improvement of this technique. Canadian academicians and teachers, including J.Cummins, R.Mirza, A.Biemiller, L.Leopold and others lay emphasis upon this issue [1; 2; 3; 4; 5; 6]. It is a well-known fact, that Canada is a bilingual country, with a number of students studying English as a

second or foreign language. In addition, the ethnic diversity of the population gives the impetus for the creation of English language courses and schools for the residents of Canada, whose mother-tongue is not English language. Given this, one can find a continuous development and search for new methods of teaching English as a second language in Canada. Therefore, it seems appropriate to do a comparative analysis of the general principles of English teaching methods in Canada and Ukraine, with particular attention to implementation of the most effective ones, used for teaching of English in Canada.

Taking into consideration the target mentioned above it seems quite rational to concentrate on the students' linguistic training which can be seen in Ukraine.

It is widely known that 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 2013 we have made a long and meaningful breakthrough, dealing with such new (for that period) 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 communicative approach, which has been predominant for a while, made a real revolution in minds of those who learn and those who teach. It has taught the parties involved in the learning process to transmit information and to learn by transmitting it, thus having put the information into the centre of studying.

However, the source of communicative teaching methods has been exhausted but not abandoned. Contemporary teaching methods have put an "active, creative, independent person" into focus. It is widely known that the issue of learning any language is closely connected with the issue of general level of a person's culture, but not limited to it, as it is also the issue of person's quality of life in general. Thus, a new conception – upbringing of multicultural, multilingual person with creative thinking has become of vital importance within the framework of peaceful coexistence and interpenetration of different cultures in one society or state.

The language is realized by means of sounds or notes of the images and notions from our subconsciousness, and the words perform a function of objectivized action which is stored there. Ideas are components of our world view, and the way they reveal themselves in the physical world seems to be is essential. Thus, one cannot deny the fact that ideas, existing in our minds, do create our life. It goes without saying that we are to

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some extent offsprings of our society, our culture, consequently our world perception consists of the ideas we absorbed from the social sphere. All in all, it can be said to be the essence of our life. Our world view, personality, principles and convictions are installed in us, like in PC, by means of the language we speak. In the mainly Russian-speaking region we represent it is first of all Ukrainian and Russian, which change the statuses of the mother tongue and native language in every separate family as a social unit and social group. But when coming into contact with other nations and states' realia, which for sure seems to be practically inevitable in our globalized world, and having the knowledge of only one language – a native one, we cannot help feeling a kind of disabled to an extent.

In this sense the issue of learning a foreign language acquires its new meaning both on the scale of the whole country. From now on foreign language knowledge is a pragmatically oriented, intercultural process, which presupposes integrated nature of studying a language and culture and puts the person with their needs, motives, difficulties and peculiarities in the centre.

Learning a foreign language in the Soviet and post-Soviet society is the element of humanitarian component of secondary and higher education. In 1980s (the first Soviet law on compulsory learning of a foreign language is dated to 1930) children, and later

future students, learned only one discipline "Foreign language", mainly English.

In recent years legislative basis on foreign languages experienced a swift increase. Today the tendency of decreasing the age when children start learning a foreign language is noticed. Thus, children are taken to study English as soon as they are 4 or 5 years old when being still at the kindergarten. Together with this the requirements to learning foreign languages are increased on the part of state. Thus, according to the order of the Ministry of education and science №409 from 3 April 2012, learning of the second language from the 5th grade will be compulsory starting with 2013/2014.

So, ideally, the pupils do not only feel any stress of studying the first and second foreign languages, but they are in the natural communicative atmosphere, starting with the secondary school and going on at the higher educational establishments. However, there are also a number of problems caused, above all, by the lack of motivation or lack of practice leading to the need to intensify cross-cultural communication. Therefore, the necessity to pay attention to the experience of foreign educators seems quite obvious.

In Canadian schools, where English is taught as a foreign language, communicative method of language teaching prevails. It can be said that the general principles, forming the background for the teaching process, are very similar to the Ukrainian ones, though

there are differences, of course. Firstly, in Canada there is a tendency to minimal use of teaching materials and to a maximum volume of communication. However, under our conditions (taking into account the fact that Ukraine is not an English-speaking country), such practice seems to be of little value for several reasons: a) the lack of English-language environment for speaking skills maintaining outside English language classroom; b) due to the lack of adequate linguistic practice and theoretical support, pupils are likely to get lost in the language structure and lose the desire to learn things they do not understand.

Taking into consideration everything mentioned above, one can state that while using communicative methods of English language teaching, one should not run to extremes – not taking in view the grammar structure of the language or vice versa – drilling the lexis and the rules out of communicative context.

More interesting for us and thus efficient tendency in the works of Canadian scholars is the focus on the psychological nature of the educational process. Since the students are in the center of the educational process, it is necessary to do everything possible to make them feel comfortable in the classroom from the psychological point of view, as the mastery of a foreign language is grounded on psychological and mental mechanisms. The connection between teacher and students is

essential to create comfort in the classroom. Thanks to the feedback the teacher is always able to adjust some aspects of the lesson, as well as control the way the students understand the information. They practice the "intercourse in correspondence" with teachers in Canadian schools. This method means students writing their impressions from the lessons, their mood, things they like and dislike on the paper they are given by the teacher after class. Students may also mention the topics or tasks they find difficult and need some additional explanation.

Sample of practical application: The way they do it in Canada – every student signs his/her "letter" with the ideas of the lesson and hands it to the teacher. However, anonymous "correspondence" should not be rejected, as students may express their opinions and write about the things they do not understand. Such correspondence can be done several times (2-3 times) per semester after every topic studied. At the end of the lesson (approximately 20 minutes) ask children to write short answers to three questions, for example: "How do you feel now? What did you enjoy most at our English lessons? What was difficult for you to understand at the lesson? ". Questions may vary depending on the target of the teacher (to find out about the students' psychological state, activities preferred at the lesson or about the problems faced by the students while learning a language). Primary and secondary

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school pupils can be given only 1-2 questions about their mood and the things they would prefer doing in the class (playing language games, singing English songs, acting out dialogues, reading, watching and discussing movies).

Besides, pupils should be told that the answers are not to be too extensive and that only teacher will see it, which is unaware of the writer's name. Pupils will not be afraid to ask questions or to say things, which, otherwise, they would not address the teacher with in class. Thus, the teacher will be able to understand exactly the lesson and the material the students would prefer.

One more aspect of the English language lessons in Canada might be of interest, namely – holding classes, taking into account the type of thinking or the type of information perception by the students. The conditional subdivision into audiles (those who better perceive information by sound), visual learners (those who better perceive information by sight – in the form of pictures and images) and kinesthetic learners (those who better perceive information when movements are involved) is used to do this. Students are divided into groups of audiles, visual learners and kinesthetic learners, headed by an assistant teacher, and the information is presented in different ways in those groups, depending on the type of information perception. But if we look closer at this division into personality types, we can

find similarities with Howard Gardner's "theory of multiple intelligences", that differentiates intelligence into specific (primarily sensory) "modalities", rather than seeing intelligence as dominated by a single general ability. According to this theory, individual possesses a unique blend of all the types of intelligences. Types of intelligence for this theory: musical–rhythmic, visual–spatial, verbal–linguistic, logical–mathematical, bodily–kinesthetic, interpersonal, intrapersonal, naturalistic, existential and moral. It often happens that while thinking a lesson over a teacher subconsciously takes into consideration only his/her own type of intelligence and making lesson full of, for example, vivid images and drawings, while children with a different type of intelligence find it difficult to make use of

visual thinking. It is therefore necessary to work out tasks, considering the type of students' intelligence.

Sample of the theory practical application: at the beginning of the year pupils are tested in order to identify the prevailing type of intelligence of every pupil (it may be done by the school psychologist). But if the next step for Canadian schools is the class division into groups, it may not be the case for our schools, as according to this "theory of multiple intelligences", every pupil should develop not only your primary type of intelligence, but also other types. Instead, being aware of the tests results, the teacher

will take them into consideration, and will try to combine different kinds of tasks for each type of intelligence, which in its turn will help pupils develop more than one way of thinking.

Some examples of new information presenting methods and tasks that correspond to the different types of intelligence are given below:

- verbal–linguistic intelligence: students with this type of intelligence are prone to learning languages. They can easily read, write essays, speak. In order to concentrate their attention teacher should use the word games.
- logical-mathematical intelligence: students understand systematically structured material (grammar tables, diagrams). For example, exercise for memorizing words: creating verbal map (word map) in the form of a chart.
- visual-spatial intelligence: the use of video materials for lessons and exercises, more additional materials in the form of images.
- bodily–kinesthetic intelligence: the pupils feel comfortable when they can act out a dialogue scene, i.e. everything stimulating their motion activity.
- musical–rhythmic intelligence: learning the songs, listening, use of videos.

- intrapersonal intelligence: you can use situational tasks for further working out the dialogues between students.
- interpersonal intelligence: the psychological tests, aimed at disclosing the internal world of the learner.
- naturalistic intelligence: conduct various excursions or lessons, where students can prepare their own presentation of the culture or nature of different countries of the world.
- existential intelligence: having read (listened to) some small story, pupils can work out their own endings and explain their choice.

In practice different types of exercises for all types of intelligence should be used in turn. Thus students are likely to better perceive the information and each type of intelligence is better and faster developed in each student. And afterwards, as a final lesson preceding the test, teacher can hold a class where every pupil receives material and tasks done with consideration of their type of intelligence. At this stage teacher can divide the pupils into groups according to the type of intelligence and give the group tasks.

What is more, an integral part of Canadian practice of foreign language teaching is the knowledge about English-speaking countries culture. Unfortunately, the report presentations are the most widely used

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method in English classes in the majority of secondary schools in Ukraine. It often results in monotonous information retelling leading to pupils losing interest in culture of English-speaking countries. Canadian scholars offer a more interactive approach, which includes tours and excursions, helping to get to know the cultural background of the countries, and ending in the students' feedback.

Practical application in school: it is quite difficult to do under contemporary conditions, as the tour, excursions and exhibitions presenting the culture of English-speaking countries are rather rare. So instead we should replace the monotonous reports retelling by the bright lessons-"imaginary journey", where pupils can find some interesting information about certain cultural aspect and present it using the pictures, videos or acting out the scenes from life of the inhabitants of the

English-speaking country. The teacher can act as a guide in this imaginary travel.

Therefore, the study of the scope of scientific researches of the Canadian scholars, working out the methodological platform for teaching English as second in Canada, leads to the conclusion that the idea of the practical application of some methods, which have been tested in Canadian schools, does not only seem appropriate, but also can enrich the baggage of our educators and increase the efficiency of the English language mastering.

The problem of psychological nature of the English or any other foreign language teaching process deserves close attention, as it may improve the Ukrainian secondary school students' motivation to a great extent. So, it is the implementation and improvement of ways of the learning process psychological nature realization should be the further scientific and methodological research in this direction.

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MULTILINGUALISM OR CULTURAL DIVERSITY?

ABSTRACT

The present work is aimed, first of all, at outlining the idea that integrative characteristic of any national culture, which is adopted in Western social psychology, obviously concentrates spiritual aspirations of the nation and vividly reflects the deep and stable type of individual and collective consciousness as well as behavior of its members. Values which lie at the core of cultural mentality, are a kind of "line of attraction" – they convert the empirical diversity of national cultures into a single systematic integrity.

Representing an organic synthesis of outlook and psychological orientation, mentality outlines cultural and semantic space of the society. It is formed by the interaction of various factors: natural, socio-cultural, psychological, etc., being developed under the influence of human environment, social conditions, and cultural traditions. National and cultural mentality, in its turn, generates and reproduces all key factors, being their source and cause, persisting in lifestyle, traditions, texts, values and semantic linguistic units, language as a whole.

The second message of the work is to state that, in connection with the mentioned above, an evident and extensive raise of multilingualism as both social and cultural phenomenon and a component of globalization appears to be the point of discussion because of its positive, though controversial influence.

Key words: *cultural mentality, cultural identity, multilingualism, bilingualism, globalization.*

Introduction

Cultural mentality (Lat. *mentalis* – mental, Lat. *cultura* – cultivation, education) is a concept introduced by Pitirim Sorokin to indicate the main component of any socio-cultural system, since it is the way of understanding the world which imposes a hierarchy of values and defines the criteria of truth [5].

P. Sorokin distinguishes two opposite types of cultural mentality:

1) Speculative mentality (ideological) presupposes that the world is eternal, its spiritual essence is not accessible to sensory perception, the most important are the spiritual needs, while physical pulses can be suppressed or limited; progress and self-development mean forming the ability to master the instincts and inclinations; values are eternal, unchanging and self-sustaining; the truth can be known only through mystical experience, intuition, faith, revelation and art. They should reflect the religious phenomena and serve contemplation; money and property are the only means to achieve higher goals;

2) Sensuous cultural mentality – the world is physical and accessible to understanding by a human mind, the most important are physical needs, and one must strive to their maximum achievement; progress is mastered through the environment, values are changeable and relative, truth is achieved in the experiments and observations on the logical foundations [5].

Between these two types of mentality, though, stands out a more transitional, so to say, a medium type of cultural mentality – idealistic. The history of mankind is represented as a series of cultural changes of mentality from speculative through idealistic to sensuous and back from sensuous through idealistic to speculative [5].

Thanks to such diversity now we are having the possibility to face (and research) the sensuous cultural mentality – the age of technical development, urbanization and globalization.

On the one hand, globalization clearly accelerates the process of "social and dynamic culture "(A. Moll). Globalization legitimizes the existence of certain cultural standards, according to which a human, living in the information society, should, first of all, speak several foreign languages, and subsequently know how to carry out the communication process with representatives of other cultural worlds etc.

In other words, globalization creates conditions for cultures to release beyond the communal, tribal and local territorial entities. As a result, new informational horizons, recent ideas, knowledge and skills accumulated by some ethnic group, are widely distributed in other cultural worlds, contributing to the formation, in consciousness of various nationalities, a more accurate idea of what constitutes other cultures or what place they occupy among national and ethnic cultures.

Globalization clearly increases density of the "information flow". Thanks to this, different cultures have a chance to break out of their ethnic or national limitation. Globalization has adopted, as its basic principle of coexistence of different cultural worlds, the principle of multiculturalism which is seen as an imperative state cultural policy, implemented in the information society and leading to positive global results.

On the other hand, there exists a strictly opposing point of view, the advocates of which state that globalization has dramatically exacerbated the problem of national and cultural identity (S. Benhabib, V.Koutyrev). They emphasize that multiculturalism as a basic principle of any culture does not imply positive interaction, and, especially, cultural dialogue of mentalities. In other words, globalization leads to fragmentation and localization [8].

In attempt to solve a dilemma, at least partly, we address to one of the basics of globalization principle. Multiculturalism, being in the focus of heated debates, possesses in its arsenal a wide range of concepts, among which multilingualism takes not the last place.

Theory

According to the general outcome of modern bulk of the research *multilingualizm* is proved to be both social and cultural phenomenon, which expands its influence on more than two thirds of the world population who are the speakers, in varying degrees, of two or more languages. This calculation also gives rise to the terms of *polylingvizm* or *multilinguizm*, because about one-quarter of the countries in the world recognize two official languages in their territory, a small number of countries, accordingly – three or more languages, though the actual number of co-existing languages in many countries is much larger [9].

The current relevance of *multilingualism* as social and cultural phenomenon lies in the fact that several languages simultaneous acquisition is a paramount prerequisite for successful existence and communities' well-being in the era of globalization, since globalization implies as its element interpenetration of material and spiritual components of different social cultures. Thus, mastering of forms and, above all, languages of foreign cultures is essential for the process of understanding others.

Taking into consideration the general outline of *multilingualism* as social and cultural phenomenon, we view **the aim** of this work as a process of determining the role and importance of *multilingualism* as a component of both globalization and cultural identity versus cultural diversity establishment.

It means exploration of the social context which plays its governing role in formation and development of multilingualism in contemporary society.

We also try to prove that reasons of *multilingualism* as social and cultural phenomenon is presupposed by the following **objective** factors:

• Intercultural integration in the era of globalization;

• Social prestige of languages;

• Genetic similarities of languages;

• Social mobility.

Returning back to definitions we cannot but mention that *multilingualism* (polylinguism, multilingvizm) means the use of multitude (more than two) of languages within a particular social community (especially one particular county or state); the use by individuals (or a group of people) a few languages, each of which is selected in accordance with a particular communicative situation [3].

Though, *multilingualism* is not only the ability to speak several languages, – it is also a special type of thinking which absorbs cultural values of several civilizations. It is a way of dwelling open to dialogue.

Method

While obtaining the results of the research we applied the following scientific methods, which helped to deepen the existing ideas and develop new ways of interpreting the already existing facts:

1) Linguistic method which is generally interpreted as a private scientific and research way to establish certain rules. Basically, this method is equal to comparative and historical one, which, having appeared as a result of relatedness of languages discovery, acquired a set of special procedures helping us to identify similar and different features of a divergent multilingual world;

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

3) Method of induction and deduction which, by controversy between the nature of a studied object and an empiric material at hand, allows collecting and analyzing single language facts as the products of a language activity and helps in this work to research indirect language evidences in order to build a concise social and cultural picture;

4) Method of related sciences, borrowed from such sciences as psychology, sociology, anthropology, cultural sciences and history, which allows applying phenomena under consideration onto different fields of modern society existence [11].

Discussion and Results

A special case of *multilingualism* manifestation appears in *bilingualism*, which is an acquisition and use of two languages in oral and written communication. American sociology defines *bilingualism* as "the use of two languages with equal share of legitimacy in the workplace or in educational institutions" [1]. Though, up to present a more complete definition seems to have been given by Schweitzer and Nikolsky, who state that "bilingualism is the coexistence of two languages within a single language (speech) community where these languages are used equally in different communicative spheres depending on the social situation and other

parameters of the communicative act. Both languages, serving to one community, form a single socio-communicative system and coexist as functional complementary halves to each other" [4].

Two languages are usually formed in a human not equally, because there are no two exactly alike social spheres of language influence and cultural manifestation. That is why, in the definition of bilingualism there is no requirement of high level of proficiency in both languages. When one language does not interfere with another, but the second is developed to a high degree, close to the language proficiency in the mother tongue acquisition, scientists speak of balanced bilingualism. In this case the language of a higher level is called dominant, and this is not necessarily the first learned language.

Languages ratio may change in favor of any language under appropriate conditions, for example, one of the languages can partially degrade or adversely affect another language (*interference*), it may stop in development or be ousted from the use (*change of a language*), the language may be forgotten or become obsolete (*language death*). On the contrary, the language may revive and be supported (*preservation*), brought to the level of official recognition and use. These provisions are applied not only to individual speakers, but also to linguistic communities [12].

Returning to *multilingualism* one could not but mention the fact that it is an integral part, or even a phenomenon, of the XXI century. *Multilingualism* is inherent in all regions of the world in different forms and in different ways. Mastery of languages, which are a means of communication and information exchange within the people of other countries, is becoming increasingly important. *Lingua franca*, or the language of international communication, maintains an international function, bringing together, spiritually and morally, people of different nationalities [6].

Thus, multilingualism has always been and remains to this day a phenomenon necessary for coexistence of different ethnicities and cultures, which is a truly positive, but for some − a debatable feature, because it sometimes leads to opposite points of view: from inspired greetings to fierce resistance and prejudice.

The adverse party stresses that multilingualism is undermining the very possibility of a unique monolingual culture existence and in this sense is alarming for its preservation. The supporters prove the role of multilingualism as a leading phenomenon in expanding the cultural horizons of ethnos through communion with other cultures, because it "accumulates" the assimilated and potentially adopted human values.

Taking the opposing views into consideration, we could mention that in the

world of common contemporary values, among people seeking to find ways to achieve a "global humanism", which creates the possibility of establishing a humanistic society with different national models, it seems, at least, naïve to feel reluctance towards noticing the role of multilingualism in the formation of social heterogeneity and not to evaluate it as a positive factor in intercultural interaction.

Multilingualism as a social and cultural phenomenon confronts education challenges of preparing young people for life in a multinational and multicultural environment. It calls to form abilities to communicate and collaborate with people of different nationalities, races and religions.

The international community integration, as well as the development of planetary worldview, assumes taking into serious account national traditions in education, creating conditions for the formation of the cultural identity of ethnos, the formation of diverse and complex cultural environment for the development of personality.

Thus, the social nature of modern multilingual education has in its core the process of building not just a lingual, but also a general social competence as well as authenticity of contextual interpretation [14]. It solves the problem of ruining of ethnic status hierarchy, brings up critical awareness of the world with the development of communicative possibilities.

What is more, it creates a deeply reflective attitude of a nation towards its own culture and language. All mentioned above makes the process of socio-cultural broadcasting of ethnic values more stable, secure and manageable. It promotes conscious preservation of national culture by native speakers and develops socio-cultural experience of a particular society.

Conclusion

If we take into consideration the cultural aspect of globalization, it becomes obvious that extensive character of informational processes makes cultural exchange and dialogue of cultures inevitable. It forms, as a result, a common universal culture, which synthesize specific historical, social and cultural, religious and various other experiences of humans and states.

Grounding on mentioned above, it is obvious to say that respect for cultural heritage as well as an adequate perception of other cultures' elements through dialogue is the main way of human civilization development in the era of globalization.

It has not been determined yet how many languages a person can master – we only know that in the history of mankind have always been people who could not only use the mother tongue, but also have acquired many foreign languages. In the core of cultural diversity there is recognition of cultural complexity at both the individual level and at the level of

ethnic groups. The concept of globalization and multilingualism implies that the mother tongue may not be the one that matches the language of ethnicity and primary language use, but that which a person knows better and uses every day.

Thus, multilingualism as a social and cultural phenomenon is becoming a worldwide everyday reality. In particular, it has been revealed that:

· Multilingualism is a true linguo-social fact existing for the vast majority of the world population due to the increasing interaction of economic, scientific, cultural and political interests;

Multilingualism is a means of socialization; it helps forming the guidelines of empathy and tolerance through the social and communicative process, which is specifically organized and promoted within a bilingual approach to education;

In its social essence the phenomenon of multilingualism leads not to loss, but to the expansion of cultural identity. It increases reflexive and valuable attitude to the achievements of native culture through the growth of cultural wealth and opportunities of a person to be engaged in intercultural dialogue;

Multi-lingual social identity in a multicultural context is a necessary condition for achieving an adequate level of social competence, which helps to maintain cultural identity and strengthen the capacity of social mobility within the existing cultural environment. Multilingual adaptation to a new social and cultural environment allows to overcome culture shock and marginalized socio-cultural status.

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THE ROLE OF *IT* TECHNOLOGIES IN THE PROCESS
OF FOREIGN/SECOND LANGUAGE EDUCATION

ABSTRACT

The goal of the paper is to show the role of digital information means in learning second/foreign languages. The changes in the approach to foreign language teaching on one hand and the development of information technologies on the other hand influenced the formation of teaching process greatly. Teaching of foreign/second language is no exception. The use of digital applications is a part of everyday life for modern learners. Hence, integration of such tools will help make learning process much more comfortable.

The article is of practical purpose. It describes the ways to use digital resources to develop specific language competences. Besides information from existing scientific sources, the research includes author's personal experience gained from the teaching process. Each digital learning resource has a small review explaining when and how it can be used.

Keywords: *second/foreign language teaching; digital/electronic means; teaching platforms.*

1. Introduction

My practical work as well as theoretic research in last few years is connected with teaching second/foreign language on one hand and inclusion of digital education and multimedia means in the teaching process on the other hand. My own pedagogical practice showed me clearly the benefits which the integration of digital means in foreign/second language teaching has. This article is less about theoretical research and more about practical suggestions about digital means which can be used to solve pedagogical problems in language education process.

1.2. Methods used

Descriptive method to show computer/digital platforms used in foreign language teaching in relation to structural, functional and interactive methods are used in this article. The approach is pragmatic: I use combination of several different researchers and approaches to form my own opinion.

1.3. Digital means and second/foreign language teaching

In the last decade computer and associated digital means play growing role in the educational process. "Digital Revolution" changed teaching landscape like any other aspect of life. While not so long ago Face To Face teaching was considered to be the only option (where at first blackboard and later overhead projector served as a medium for one-way information transmission, which was ideal for an environment where teacher had a dominant, leading role), the development of the abilities of informational and communications technologies created rival methods: Blanded and Digital Educations.

The formation of new educational environment naturally demands the creation of new methods, with the integration of ICT (Information and Communications Technology) for solving pedagogical and educational tasks. This means the educational methods which use computer as a mediator between teacher and student. Teaching and learning happens with IT-technologies. Multimedia Tools and Internet makes service and resources easily accessible, makes it easier to share experience and cooperate (Sierra, http://www.hltmag.co. uk/jun09/sart06.htm).

Second/Foreign language learning is a long and difficult process, which requires high motivation, desire, will, energy, time etc. from the student. It should be one of the main tasks for the authors of curriculum and courses as well as for the teachers to include and implement the instruments corresponding to teaching goals in the course. This will make teaching-learning process more colorful, richer, easier, and, most importantly, make it closer to the natural, comfortable environment of the student. If we take into account, that absolute majority of modern learners are from the generation after the "Digital Revolution", for whom the use of digital

means is a part of everyday life, the importance of including IT-means in courses becomes absolutely clear, since it will make their environment much more comfortable.

Second/foreign language teaching was dominated by translation-grammatical method throughout the centuries (in countries with conservative education systems, it is still the leading method). Because of this, no digital technologies were or could be used. Later, the creation of audio-lingual method was a real revolution in language teaching, which was the inception of the use of digital means in language teaching process (though only on one-way level, where the student just listened). Later, with the development of cognitive and socio-cognitive language teaching methods as well as inclusion of IT-technologies in language teaching process made it possible to use digital means as a tool for two-way and, in some cases, multi-way (between teacher and student, between student and class, between student and learning resources etc.) interaction.

Our approach to the use of digital means is following: their use in the reaching process is not a goal on its own. Technical

support is important for the success of a course, but it's still just a medium, "it's a supporting tool and the main focus should be on the content and the methodology of its delivery" (Gochitashvili; Lominadze; Manjgaladze, 2010, 127-132)

In his article, „Online Tools for Language Teaching", Jeong-Bae Son offers us a questionnaire based on the famous 5W1H principle (who, when, where, what, why and how). We think that the use of this questionnaire will help course authors and teachers who plan to implement digital tools.

(1) Who uses it? – Learners? Teachers? Other users?

(2) When do we use it? – Class time? Self-study time? Meeting time? Free time?

(3) Where do we use it? – In the classroom? In self-access rooms? At home? Outdoor areas?

(4) What do we do with it? – Reading? Writing? Listening? Speaking? Course management? Communication? Collaboration? Social networking? Resource sharing? Website creation? Web exercise creation? Web search? Entertainment?

(5) Why do we use it? – To manage courses? To communicate with others? To

collaborate with others? To experience virtual worlds? To share resources? To create Websites? To create Web exercises? To collect information and resources? To have fun? To make learning and teaching easier?

(6) How do we use it? How does it work? – By contextualizing? By creating learning spaces? By contacting others? By working with others? By exploring online communities? By sharing information and resources? By publishing Websites and Web exercises? By reflecting on learning and teaching? By developing language learning activities? By integrating certain online activities into the curriculum? (Jeong-Bae Son, 2011)

We think that each of the questions above can have more than one answer from the ones offered by the author. Besides, we think that it's possible to expand the list. In particular, the list doesn't show the great potential of digital means in assessment process in the process of giving motivation and feedback and acquisition of cultural competences.

And, besides that, we think that it is important to ask a question with following

possible answers, to be able to see what prevents the integration of digital resources in teaching process and solve these problems:

(7) Why don't we use it? – Lack of the access on digital resources? Lack of information about digital resources? Expected complication of work? Incompatibility with accustomed educational culture?

1.4. Relation between traditional courses and coursed enriched with digital/IT technologies

Courses with integrated IT-tools do not diverge or oppose the traditional educational environment and process. On the opposite, its basis lies in pedagogical-methodological repertoire, teaching resources and assessment methods that exist in traditional educational practice, while trying to correct its flaws. For example, there are several "advantages" in language teaching programs based on technologies/computer/multimedia. First of all, there is the possibility to include text, audio, visual materials, graphical and moving elements like animation and video, all in same course. Thus, the knowledge is

transferred with different means, besides traditional oral and textual ones.

It is a known fact that in educational process human resources (course author, tutor, instructor, and manager on one side and student on the other side) are equally important as teaching materials, methodologies, technologies. The union of these components gives the optimal result: achieving the goals set by students/learners themselves, while taking into account their interests.

Each learning course has its own teaching specification, which should be represented in its format by the authors and in teaching methods and forms by the course teachers. We'll try to formulate the ways, techniques and methods for the use of necessary digital means to create a learning course which will support effective conduction of teaching process. From this standpoint, foreign language learning course should be based on accepted standards of general educational process planning and organizing. It should be then expanded with competences that are important for teaching foreign languages specifically (e.g. sociocultural competences,

multiculturalism). Digital tools have a great potential in this direction.

Naturally, integrating digital/IT technologies in a course requires for instructive designers and course authors to decide, which type of tools should be used with which type of teaching materials and in what quantity. Depending on specific tasks, a language course should include as many different internet-medias as possible: graphical design and 3D models; audio production (texts, song lyrics); video production (effective to understand target culture and non-verbal communication skills) etc.

Digital means used for supporting course content

1.5 Short review of language competences

1.5.1. Reading

Reading is one of the most basic language skills and it serves as a basis for developing further language skills. Digital tools can help students develop their reading abilities.

While choosing a text for the development of reading skill, maximal diversity is necessary. Generally, such text should cover all speaking styles. If course

authors/pedagogues write the text on one of the teaching platforms (MOODLE, Exelearning etc.), they should segment these texts logically and visually themselves.

Language teachers and theorists know the problems that the lack of teaching materials, its monotony and, most importantly, its non-authenticity and artificial nature can create. Modern digital/distant educational technologies allow us to offer the students unlimited supply of information (we mean authentic texts of different genres and styles, dictionaries, any information connected to learning material, as well as texts created specifically for educational purposes); give learners recommendations about material. The ability of learners to choose from many possibilities which serve same educational goal is also considered very effective (unfortunately, this possibility is practically nonexistent in traditional learning environment).

Foreign language course creators should try to avoid one of the most common methodological mistakes: while it is justified and necessary to use texts and audio/video records created specifically for educational purposes at the beginning of the course, it's

recommended to supply more natural, authentic texts when the language skills of the student grows. These texts present specific of the language they learn and prepare the student to take part in real communicational activities. The records could be made from TV-programs, everyday life, radio programs, plays, while the texts can be chosen by taking genre and style differences into account.

Under texts we understand texts in broad sense: from instruction language to learning texts. Maximally diverse texts should be chosen. Within the bound of the course, texts of formal as well as conversational styles should be represented.

To achieve the above mentioned, quite difficult goals, teachers have a diverse choice of digital resources. Below we present the main means, which can be accessed and integrated by everyone. Some of them are convenient in developing reading skills, while others can be multifunctional and we'll discuss them in other paragraphs as well.

1.5.2. Writing

Writing is a visual form of communication. This complex process

requires from the author the knowledge of and the ability to use several components of language. Writing is a part of our everyday life and we use it to achieve several communicational goals (shopping list, messages, essays and papers, poetic texts, song lyrics, prosaic texts, emails, texts and messages in social networks, letters and greeting cards, journals and blogs).

It is one of the fundamental language skills. In modern world, several mediums are used for writing: letters, computer, cell-phones, which require the knowledge of different writing styles. The content, i.e. the idea that author wants to transmit to the audience, often decides which "genre", which style of expression the author will choose: lecture record, account, poem, novella… It is very important in writing process to choose appropriate lexical repertoire and language register, so that the message can be sent and received correctly. It is also very important to know and correctly use pragmatic aspects of the language (implicit messages the text should transmit to the readers; communication rules of given society; how to address the recipient etc.).

The role of orthography and punctuation in the creation of written text is very important. Solving of all these texts can mean that the person can communicate in second/foreign language completely. Digital means have a real potential to help learners complete these tasks.

1.5.3. Listening

Despite listening being the most important part in verbal communication, it had a very minor role in second/foreign language courses and curricula for a long time. Listening is connected with many difficulties: besides academic language (which is the one usually taught in educational environment), the listener has to understand everyday language, which often differs from the formal one. The understanding is hampered by contractions and "changed" words and phrases and, most importantly, by different tempo and quality of the speech (too fast, too loud background voice while listening etc.).

1.5.4. Speaking

First of all, we must differentiate between speaking training and oral communication. The former happens

usually with the guidance of a teacher and is oriented on the correction of mistakes, whole communicative activities focus on learning to use language freely. Training in speaking helps complete pedagogical task, while verbal communication solves real, everyday ones. The former focuses on giving one correct answer to one question in one try, while there can be a wide choice of answers in latter case. Speaking skill means that the student develops communicative competence, which will help him handle real communicative tasks. The widespread practice of reading dialogues aloud or exercises where the students speak loudly phrases like "I like this film", "You like this film", "He likes this film" serve their purpose in the beginning stage of language teaching, but cannot cover real communicative tasks. Below we shall review the possibilities to use digital resources to develop this language skill.

1.5.5. Vocabulary

In his work, *Language Teaching*, David Wilkins wrote: „Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"(Wilkins, 1972, 28). In order to perform its primary

function, namely, to establish communication, it is necessary to have appropriate lexical stock and a skill to use it correctly. However, it is clear that learning a lexical unit does not mean only knowing how to translate it from one language into another, since vocabulary consists of much deeper layers than it seems.

Teaching vocabulary does not mean teaching just often used or normative vocabulary from the context offered by textbooks (seeing that most words have more than one meaning), neither is just mechanically learning them by heart an answer. Digital medias naturally create environment, where the learner meets same word naturally several times, sees it's synonyms, manipulates with lexical units in receptive and reproductive activities, combines writing, listening and reading (in blogs, comments etc.). Also, in communication with digital channels, all this happens absolutely naturally, taking the interests of learners into account. With the use of digital instruments it is possible to improve vocabulary during the learning course as well as individually, from the side of self-learner.

1.5.6. Grammar

Teaching grammar in second/foreign language learning process goes beyond traditional framework, which considers grammar as traditionally set approach, teaching how words and their components connect to each other and create sentences; the rules, according to which words connect to each other and create one of the branches of linguistics, which studies syntax and morphology (semantics). Teaching grammar in the context of foreign language teaching means that the student should be able to solve communicative tasks, choose language register correctly, use corresponding style in oral task, choose and realize language repertoire according to goals (convince, emphasize, deny) etc. Naturally, it is impossible to solve these takes by solely using resources from textbooks. We repeat once more that the use of digital communication means in a course of self-learning process has a big potential.

1.5.7. Culture

It is a well-known fact that learning a language means learning a culture. Cultural heritage of the language learner plays a big role in this process, since his own cultural norms and views, clichés and stereotypes must meet completely new cultural space. Sometimes this beliefs, expectations and cultural values match, while other times they are absolutely different. The culture not only tells who speaks with whom about what and how the communication should go, it also helps decide how the message should be decoded, determine the significance of the message and the conditions and situations in which different messages can or cannot be sent and interpret them. Culture is the basis of communication (Samovar; Porter; Jain; 1981, 5).

Specialist separate culture into 2 types, which his important in language teaching process:

1. This is culture, meaning anything connected with human life, beliefs and expectations, norms of behavior

2. "Big" culture, meaning the music, literature and art of the country (Abisamra)

Second/foreign language teachers and curriculum authors must realize that the knowledge of everyday life elements and languages is necessary to comprehend the "Big" culture, because literature and art in

general is based and contains universal, international knowledge and values on one hand and ethnical, local values and experiences on the other one.

Traditionally, second/foreign language curricula contain elements of "Big culture", but the other kind (especially in Georgian educational space, unfortunately) is almost completely neglected. So the authors of courses and curricula must take this into account and give students information about both types of culture balanced and help them realize the values of target culture by choosing learning activities and resources correctly, helping them develop tolerance, appreciation and recognition towards foreign cultures even if it is radically different from their own.

Reflection of cultural component in teaching course (culture as a "fifth aspect (skill)" of language) is considered inseparable from other language skills, but its development requires different activities. Digital and technological means give a great possibility to develop these skills, especially if the language taught is not a widespread one.

1.5.8. Pragmatic aspects of a language

Teaching pragmatic aspects of a second/foreign language in second/foreign language teaching course has a very special significance, although many educational environments do not teach them at all. It is absolutely possible for someone to know both vocabulary and grammar, but have problems when speaking, being unable to choose appropriate phrases. For example, a simple word like *"vai"* can, depending on intonation and different pragmatic environments, express fright, surprise or happiness in Georgian language.

This ability shows how well the knowledge acquired during the course is being realized. In practice, pragmatic competence is an ability to analyze, formulate and transmit the content so that it is exact and appropriate for the social and cultural environment in which the communication takes place. Since, generally, this skill is acquired and not thought, this is a process requiring diverse communication, which is impossible in traditional teaching environment. While it is easier to complete these tasks in widespread languages and donor cultures,

the chance to do it in small languages is minimal. This is exactly the case where digital and information technologies are irreplaceable: they offer anyone who is interested to participate in different communication situations and exercises.

1.6. Learning platforms, digital resources and their integration in second/foreign language learning courses

In the next part of the article we describe which digital IT tools can be used for which purpose in second/foreign language process.

1.6.1. Learning Platforms: Blackboard (http://www.blackboard.com/); Drupal (http://drupal.org/) Sakai (http://sakaiproject.org/) Joomla (http://www.joomla.org/) and Moodle (http://moodle.org/) are free open resources, from which Moodle is most popular due to its easy and comfortable interface. On it, it is possible to place teaching material and perform every operation which helps in learning the material (visualization, testing, creating links, making audio records, integrating video links or records). It helps learners

develop language skills by creating diverse exercise and testing systems. It's integrated for solving management and pedagogical tasks.

One can use these platforms in second/foreign language courses to give and assess exercises. It is possible to conduct the course completely on a platform or use several of its components, in case when existing material does not cover needs, is not enough or is to monotonous.

1.6.2. Communication Channels are: Gmail (http://mail.google.com/), Skype (http://www.skype.com), TokBox (http://www.tokbox.com/), Windows Live Messenger (http://explore.live.com/windows-live-messenger), Yahoo! Messenger (http://messenger.yahoo.com/), Jabberwacky (http://www.jabberwacky.com/), Verbot (http://www.verbots.com/), MyBB (http://www.mybboard.net/), phpBB http://www.phpbb.com/, Tangler(http://www.tangler.com/) and Voxopop (http://voxopop.com/).

E-Mail

As we already mentioned, digital communication is a very important part on

modern communication. E-mail is especially important, when we want to send personal feedback. "At the same time, course teacher should use the chance to improve reading and vocabulary of the student. It is the responsibility of a teacher to use correct language messages and text to send their students. At the beginning level of learning this could be short information, which can gradually grow more complex. E-mail is an asynchonic digital communication, which "is sometimes called mother of all internet applications" (Warschauer, 1995, 7-26).

E-mail, like other products of digital and informational technologies, can become a medium for creating and sending a message in target language to classmates or to the whole world (Oxford, 1990, 79).

Besides grammar, reading, writing and lexical units e-mail is also a great way to teach the students language etiquette (register): greeting, introduction, farewells with representatives of different age, social and cultural groups, which is a basis of everyday communication. Besides, sending an e-mail is a part of everyday life and will help students practically.

What is teacher's job?

1. E-mail can be used from the very beginning of the teaching process. Be careful in choosing massage and language repertoire. For the beginner's dates, numbers, proper names and some international words (like presentation or training) are suitable.

2. Feedback is must. Any question, response etc. needs adequate feedback (sometimes using student's native language or the language you, teacher and student share (blended with target) can be helpful.

3. Think about corrections. May be immediate corrections discourage students. But leaving them without reaction does not work well. Anyway, correct mistakes and errors personally. Publicly you can just prize the students.

4. Use (but not overuse) symbols. Integrate them in the text (narrative). They are international and can serve as hints for students. It is truly motivating.

For the completion of language tasks all above mentioned tools can be used, but Skype covers all the needs such tools can cover. It is the function of a teacher to plan "chat sessions", which are part of the course, as detailed as possible and manage the process so that it does not go beyond learning needs. This means: planning how

to change undesirable communication; where is intervention advisable; how to encourage student talks; whether the sessions should be individual or group, whether it will have audio and video (to teach gestures, expressions and intonation) etc.

The work of a teacher is much more effective when he/she

• Explains his/her role to students; appoints time (possibly arranging it with students); defines talking topics

• Defines the roles and responsibilities of students during the chatting process;

• Since the chat is part of teaching process, it should be assessed by the teacher like any other teaching activity; Teacher should ask the students to make a summary of the chat, count word if it was written; analyze the mistakes.

• Besides communication, during the summary the teacher asks the students to write a report (where did communication take place; with whom; how many people took part; what was the discussion topic; what conclusion did he/she reach; what is his attitude etc.) (Gochitashvili, 2012, 366)

Communication channels can be used to have contact with native speakers, to take part in individual or group classes. Besides chat sessions conducted by a teacher, natural, unplanned chat processes play also a great role in language learning process.

We think such forms of communication in non-native language (letter, chat, comments and posts, about which we shall speak below) can be more comfortable than face to face speaking, since the language used in computer communication is much richer in vocabulary, more correct grammatically than face to face communication. The reason for this is the fact that the student has time to type and organize the text, to correct mistakes, use dictionaries, which is impossible in oral communication, sometimes leading to the learner being paralyzed, fearing expected errors and inaccuracies.

1.6.3. Social Networks

In education generally, second/foreign language teaching including, social networks like Facebook and Twitter are one of the most important innovations of recent years. Despite their main goal not being foreign language teaching, they can be a great support for language learners.

The opinions of teachers differ about inclusion of social networks in language teaching process – how beneficial it can be or what are the downsides of integrating these networks in teaching process. The main function of such sites is social: society uses these websites to expand the relations with their friends and acquaintances.

In these situations language learning and relationships happen naturally and simultaneously. It is a known fact that the best method to learn a foreign language is to communicate with the speaker of the language and read natural texts in it. And these sites offer language learners to communicate in same language, get information about topics he/she is interesting in.

Social networks also play a big role in self-learning. Facebook and Twitter help users to integrate working in a foreign language without the process being directly focused on language learning. Instead, the language is being learned by cooperation and relation with the speakers of the language. Social networks offer a unique possibility to learn with natural relationships instead of artificially created language environment.

The advantage of virtual language environment of social networks is its flexibility. Language learner can create an environment which is comfortable and interesting for him/her. He/she chooses the material of "learning" and partners for relationship him/herself, taking own interests and language abilities into account. Since, generally, internet-relationships are characterized by free choice: the learner chooses who to have relations with, which group to join, what questions to ask, which language tools to use, what to read, which blog to add. He/she also chooses the necessary volume of the desired information in foreign language; the authors of verbal messages are many different people with different language repertoires and competences. Naturally, all these activities create a natural environment for language acquisition and provide comfortable, convenient terms to study.

The teachers can use social networks to complete their pedagogical tasks. First of all, they need to cleverly "manage" the relationship process in the social networks to achieve this: on one side, transmit the knowledge which cannot be transmitted in

class environment (because of lack of time; lack of representation in learning program; specifics of material; offering the material in academic environment not being appropriate etc.).

A teacher can create "natural" language learning environment for his/her students – put different types of information and activities on his/her "wall". Language learners, meanwhile, can ask him/her questions any time (like any person they can expect an answer from), while the teacher can answer these questions at the time that is convenient for him/her. Online relations are not limited by time or geography. Students have the ability to formulate an answer, analyze and correct his/her opinion, use dictionary to avoid grammatical errors, observe the language of others etc.

Social networks, along with blogs and wikis, are also important resources in second language self-learning process. Available and widespread social networks are: Facebook (http://www.facebook.com/), MySpace (http://www.myspace.com/), LinkedIn (http://www.linkedin.com/), Twitter (http://twitter.com/) and Livemocha

1.6.4. Blogs and Wikis

Blogs are types of websites which present information chronologically. It usually supports comments. Basically, these are "private entries for wide use", in which the blogger tells his/her opinion about different issues, makes comment and offers news about specific subjects. The text is usually accompanied with photos and graphics (which is a good support in learning process). Many blogs are topical, dedicated to specific issues: there are facts and information as well as personal opinions of the author, which, naturally, requires different stylistic and vocabulary choices. This is a big plus in language learning process.

The blogs, or digital journals, are being used more and more often for the cooperative learning processes. Some of these sites are accessible to everyone. For example, the global leading company in web-technologies, Google, has a blog generator called Blogger.com. One only needs to have a Google account to be able to create a blog here. Blogs are being used in teaching process to collect the opinions of students, to make them analyze what they

learned or debate about a topic they are learning. All these activities are important to master a second/foreign language.

One of the interesting uses of blogs in teaching is so called "personal journal". In the teaching process the students are given roles of some literary characters and are tasked with writing a blog from this characters point of view. Such blogs help students understand and the material deeply as well as develop other skills (http://jullietta-blog.blogspot.com). If we take the vital importance of literature in learning process into account, the potential of these types of activities become very clear. Same blogs can be used for different function (e.g. writing the blog about topics from target culture, chosen by the teacher (taking historic, geographical differences into account) ; narrative in first person and conveying narration of others in third person; transmitting information in academic and conversational styles and so on. In the process on blog creation, grows not only the perspective of the learner, but also his/her language competence.

Another instrument used in praxis is a teaching wiki, i.e. a cooperative website with the structure of Wikipedia. Any student of the class or group can edit the wiki. Examples for the use of wiki are: group writing, cooperative development of a website, gathering information about some learning topics, creating a digital guide, uploading portfolios of students, uploading timetables, planning and management of teaching projects. It is possible to download special programs for wiki creation, but it is much easier to use wiki-service websites. Most popular of these is wikispaces.com, which even has a design for educational needs. There are also blog platforms created specifically for educational purposes, like edublog.org, which integrates blogs and class management systems.

http://greetingsfromtheworld.wikispaces.com (was recognized as best educational wiki several times, it unites posters from different sides of worlds about their environment, culture or country. At the moment there are about 300 interactive posters from schools of all continents.).

Here we offer you some of the most widespread blogs and wikis you can integrate in your teaching practice:

Blogger http://www.blogger.com/; Edmodo http://www.edmodo.com/; Edublogs http://edublogs.org/; Live

Journal http://www.livejournal.com/;
WordPress.com http://wordpress.com/;
PBworks http://pbworks.com/; Wiki-
spaces http://www.wikispaces.com/;

1.6.5. Presentation

A presentation is an important teaching activity, playing a big role in foreign language learning. It has a complex nature, being interactive and requiring actualization and demonstration of writing and verbal skills from the author and mobilization of audial and reading skills from the audience (when presentation is visualized, with PowerPoint, for example). Also, questions and answers sessions which follow the presentation significantly improve the speaking and listening skills and offers the participant a natural communication environment. Most important in second/foreign language learning process is, of course, the development of language skills, but the development of the perspective of the student plays also a big role. It is the duty of a teacher to help students choose presentation topics (relevance with learning material, a task corresponding to the student's language competences etc.) and then rate it.

PowerPoint is the most widely used digital mean for presentations, but the importance of online-presentation tools grows every day, because it allows students to listen to presentations (asynchronously, if they want) made by the representatives of the target language. If we take into account the fact that not everyone can listen to such presentations face to face, online-presentations allow them to correct this flaw. Besides that, a teacher must try to include the whole class in the presentation process. She/he should give them following tasks: rate and write which part of the presentation was most interesting, discuss what you agree or disagree about.

280 Slides offers a lot of multimedia (http://280slides.com/) while Animoto (http://animoto.com/,) has video slide-shows. Empresser (http://www.empressr. com/), SlideRocket (http://www.sliderocket. com/) and Zoho Show (http:// show.zoho.com/) offer us very efficient, innovative and easy ways to prepare presentatiosn about topics connected to second/foreign language learning.

1.6.6. Resource Sharing

In every teaching process teaching resources play a main role. To create and also share teaching resources has traditionally been one of the greatest challenges, requiring both intellectual and financial resources. Digital/online sources are important tools for sharing the resources, the use of which offers teachers many different possibilities. They are also a great way for self-learners of second/foreign languages. It is possible to share the resources using these tools:

To share documents, there are Google Docs (http://docs.google.com/) and TitanPad (http://titanpad.com//);

Zoho Writer (http://writer.zoho.com/) and VoiceThread (http://voicethread.com/) are used for group communication.

One can use Flickr (http://www.flickr.com/) and Picasa (http://picasa.google.com/) to share pictures, while Xtranormal (http://www.xtranormal.com/) serves the same role for movies;

Creation and sharing of podcasts is possible on PodOmatic (http://www.podomatic.com/), which houses millions of podcasts created all around the world;

Glogster (http://www.glogster.com/) is considered to be one of the leading digital teaching resources in USA and other leading countries. It allows the creation of interactive posters, so called Glogs (Graphic Blogs);

Slideshare (http://www.slideshare.net/), which was among the top 10 educational tools in 2010, allows storage of presentations in PowerPoint, PDF, Keynote or OpenDocument formats. It also allows storage of videos and organization of Webinars;

Jing (http://www.techsmith.com/jing/) is being used to create and share visual materials;

YouTube (http://www.youtube.com/) is the most famous website for uploading and sharing videos, but the same function is shared by SchoolTube (http://www.schooltube.com/), which was acclaimed by educational organizations and TeaherTube (http://www.teachertube.com/), which was created based on YouTube specifically for educational purposes. It combines video and audio resources, documents, Photos, groups and blogs. Another interesting website of this function is WatchKnow (http://www.watchknow.org/).

1.6.7. Creation of exercises

The use of diverse exercises is very important for developing all for major language skills, for solving grammatical problems and for the teaching-learning process of socio-cultural and pragmatic use of language. To develop language skills it is most important to offer diverse and man exercises. The student should be able to go through the exercises based on the well-known educational principle – from simple ones to the difficult ones. The exercises should have answer key and/or assessment system/scheme.

This can be made using following online resources:

ContentGenerator (http://www.contentgenerator.net/); SMILE (http://clear.msu. edu/teaching/online/mimea/smile/);

Video-quizzes can be prepared on the websites ESL Video, (http://eslvideo.com/) JClic (http://clic.xtec.cat/en/jclic/), Hot Potatoes (http://hotpot.uvic.ca/), Quia (http://www.quia.com/);

Lingt (http://lingtlanguage.com/) is designed for exercises that develop speaking skills, the spoken exercises, while Listen and Write (http://www.listen-and-write.com/) offers exercises focused on listening.

In the language teaching process, besides the content of the course, it is also very important to plan and manage following organic processes of the teaching process correctly: motivating students, encouraging and supporting them, giving adequate feedback, assessing them. All these activities can be done using digital tools, but it requires from the teacher the ability to using different technologies and the ability to communicate correctly. Digital communication channels make this process more diverse and make it closer to the natural environment the learners have in everyday life.

1.6.8. Dictionaries and concordances

In language teaching process dictionaries are mostly used:

- To see the meaning of a foreign word;
- To translate from native language to target language;
- To check spelling;
- To check how the plural form of a noun or the past form of a verb are used;

- To find grammatical information about a word;

- Find synonyms and antonyms of a word;

- To place words in word combinations;

- To see how a word is pronounced;

- To determine the register of a word;

- To find an example of the word used in natural language.

The role of concordances in language teaching is no less important. According to

https://www.teachingenglish.org.uk/article/concordancers-elt, with the use of concordances it is possible:

- To access authentic language corpora, check and see whether our assumption about the use of language is correct;

- Check the words and phrases we teach, the most often used ones, modern and correct ones;

- Find authentic examples for demonstration;

- Create our own resources based on authentic material.

Students can:

- Connect the words. When learning new words, the concordances will help the students find out which words the given word is combined with most often;

- Follow their own mistakes instead of being corrected by the teacher;

- Determine different meanings. When teaching a word with more than one meaning, the teacher takes sentences out of a corpora, groups them by meaning and gives them to students to learn.

- Real examples. When teaching students new words or phrases, the teacher can instruct them to use concordances to find and write down their own examples of the use of the word.

- Create materials. Teachers often create their own activities, when they teach the students words for which not enough materials exist. They also create sentences the students must fill with correct words. Using concordances, we can get authentic text which we can use to create necessary activities. We can even assign students to create such activities.

Digital resources are:

Free resources *Dictionary.com* (http://www.dictionary.com/) , *Merriam-Webster Online* http://www.merriam-webster.com/ and *YourDictionary.com* (http://www.yourdictionary.com/), English and French *Compleat Lexical Tutor* (http://www.lextutor.ca/concordancers/), pronunciation dictionary *Forvo* (http://www.forvo.com/), For English pronunciation *How I say* (http://www.howjsay.com/), graphic dictionary *Visuwords* (http://www.visuwords.com/), dictionary search engine *OneLook Dictionary Search* (http://www.onelook.com/) and server based *VLC Web Concordancer* (http://vlc.polyu.edu.hk/concordance/).

For Georgian language learners: English-Georgian dictionary http://www.margaliti.ge; online-dictionary voov (http://translate.voov.me); English-Georgian dictionary http://www.translate.ge/. An important resource is http://ena.ge/, which contains Georgian orthographic dictionary, explanatory dictionary etc.

2. The language of instructions and communication

Most of the messages sent with digital communication means are verbal (graphic messages also play a significant role, but their number or importance in not even close to the verbal ones). When teaching second/foreign language generally and while using digital tools, more specifically, we must not disregard the main peculiarity of this course – it is radically different from any other subjects that the students study in their native language, or on a language the knowledge of which corresponds to the difficulty of the course. Thus, choosing the correct instruction language, to maintain the balance, decrease instruction language gradually, offer instructions in both languages at some level) is one of the main challenges of the course creators. Based on my own pedagogical practice, it is very effective to use so called mediator language for double pedagogical goals. i.e., besides delivering the main meaning given message carries, it can be used to increase language competence. Specifically, teach how to choose language style and register based on the communication task at hand (this can be

done in Skype, chat rooms, video-meetings, during the interactions on social networks etc.). Intonation, if we use audio recordings to communicate with our students, nonverbal language if we use video recordings should be clear, without grammatical or orthographic errors. Internet-communication language should be simple, easy to understand and without grammatical or stylistic errors. If the use of abbreviations is necessary, all the participants of the communication process should be aware of these abbreviations beforehand. Each word and phrase should be directed so that the receiver understands the message correctly and a misunderstanding doesn't stop the communication process. Figural and metaphorical speech might sound pretty, but they have different meanings for people from different cultural and historic experiences. It is often impossible to determine what cultural experience the person you are communicating with has, so it would be better to restrain from using such types of speech. This will increase the chance of successful communication significantly.

Correctly chosen humor can make the message "come alive" and make it easier to understand. But badly chosen jokes can destroy the relationship completely. Joke about situations, not people. Exclude offending comments and sarcasm (http://blog.tradepressservices.com/content/using-humor-in-business-communications/).

Do not use symbols too often, without need. This may scatter the attention of the readers. (Lominadze, Gochitashvili, 2012; 5-15).

Besides these, following factor can become obstacles in the way of a proper communication:

- Fast pace of speaker

- His/her quiet voice

- Simultaneous speech from several speakers

- Difficulty and big volume of new words and phrases

- Difficult structure of sentences etc.

The first three cases are to be considered in chats, presentations and other communication forms where it is necessary to speak, while last two cases can become obstacles in spoken communication as well as written one.

3. Conclusions

3.1. Inclusion of digital means in educational process should ensure the development of all the necessary skills and competences which are required to achieve the goal of the learner. It should correct the flaws that the traditional, face to face teaching method usually has (especially in case of small, non-international languages the demand on which is not so big on the educational market): the lack of teachers, the lack of teaching materials, non-authentic or monotonous texts and exercises; lack of the ability to communicate with the native speakers of the target language. It is known that diversity of teaching, giving material with different means makes teaching-learning process easier and more entertaining. The student who receives information in different situations with different forms will be able to create a coding system and organize the information sooner.

3.2. Integrating digital means in a language course makes the long and difficult process of language learning more diverse. The student is not limited with time and space anymore (he/she can take the course when and wherever he/she wants). The student has the ability to return to the material as often as necessary. One of the distinct advantages of digital language courses is the fact that the learner can access the natural carrier of the language (Tutors, video or audio recordings, chat). This means that the student can interact with the natural carrier of the target language even from another side of the globe (especially important with small, "unpopular" and less wide-spread languages) and go beyond artificial material created only for teaching purposes, which limit the practical use of the language greatly. The use of diverse synchronic and asynchronic communications in the teaching course (chat, blogs, social media, forums, emails, whiteboards…) allow the students to take part in real, live communication, including with the people who are native speakers of the target language. This is one of the distinct advantages of using digital means in second/foreign language courses.

3.3. Digital teaching platforms are important resources for self-learners of second/foreign languages, who represent a growing segment of modern educational space.

3.4. Additionally, we offer you a table showing which activities will help second/foreign language course authors and pedagogues in the process of designing and teaching a course:

Teaching Task	Teaching activities using digital means recommended for the course
Reading	Texts integrated in the teaching course; links to internet-resources; PDF and/or Word documents integrated in the course or given by the teachers; feedback from teacher using E-mail or forums (in case of group or positive feedback).
Oral Presentation	Audio/video clips; presentations end reports made on videoconferences and webinars.
Participation in dialogues	Open audio conferences of students; Chat sessions; verbal communication on social networks; Q&A sessions between teachers and students or students among themselves using Skype or chats.
Grammar and vocabulary, assessment and correction	Lessons integrated in the course (theory + practical exercises) and dictionaries; very detailed answer sheet; recommended answers; additional and correctional activities and explanation on the demand of students. Useful links to resources outside the course.
Development of writing skill	Thematic exercises integrated in the course. Detailed answer sheet of correct and/or estimated answers. Test creation tasks and comments from the teacher about its completion. Real communication with students using e-mail is very effective, also giving an opportunity for feedback.
Development of additional skills during the course (e.g. socio-cultural and multicultural competences)	Existing web-resources in target language, fragments from movies, TV-shows and TV-programs about the studied subject integrated in the course. Textual material included in the course: journals, restaurant menus, tourist brochures, advertisement texts, depending on the thematic.
Motivating and encouraging students	Examples of "success stories" included in the course (audio/video recordings of the alumni, or textual material

	telling others about the success the course has brought), verbal praise/awards using email, forums, videoconferences…
Feedback from teacher	Written feedback with email. Verbal feedback using chat and verbal communication with different speaking styles.
Developing listening skill	Audio recordings of instructions, texts, presentations; communication with course mates and teacher in chat; audio/video recordings, short scenes, movie fragments, song lyrics etc. integrated in the course.
Test to examine the understanding of what was heard	Audio recordings; test.

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Challenges Related to Psychological Criteria of Assessing Bilingualism (In Primary Grades)

Abstract

The article explores the issue of assessing acquizition of the second language in the billinguial context. Different approaches and perspectives of this issue are overviewed. In addition to this, the article presents challenges of the assessment by discretive tests, particularly in primary grades. Finally, the article proposes incorporation of psychological criteria in the assessment of the language acquizition, such as spontaneity of verbal expressions, productivity and alignmnet with the communication strategy. The article also shows the importance of theoratical background for the assessment of the effectiveness of the second language instruction.

Keywords: Assessing billingualism, discrete tests, psychological criteria.

Introduction

Effectiveness of each new method can be judged by comparing initial and post-intervention knowledge and skills. In the context of the second language assessment, initial and achieved levels of the language level are compared. Subjective assessments of the language acquizition level (such as „knows language fluently") as well as widely accepted A,B,C levels may not be sufficiently effective for assessing verbal activities of the beginner students who make first steps in acquiring foreign language. Existing linguistic criteria as well as assessment testing system aligned with them with their advantages and shortcomings need indepth analysis. In this article I will make an attempt to show the necessity of separating psychological criteria. With the consideration

of these criteria, results of several experimental studies will be also shown.

1.1. It is quite challeninging to assess early or emergency billingualism, particularly in the context of billingual education. First of all this requires substantial theoratical justification and baseline study. I fully agree with Jim Cummins (2003), who believes in the direct link between research and politics (in the context of billingual education): Reasearchers should identfy the most effective programs among the existing ones and policy makers should ensure implementation of this program. At the same time, there are specific requirements of „the methodologically appropriate research". However, according to Jim Cummins, they are

rarely followed. For example, among 224 publications reviewed by Cummins, only 15 met the above-mentioned requirements. I think assessment of the effectiveness of instruction should be based on solid theory. Along with purely linguistic parameters, this theory should also consider age-specific factors. According to Jean Paiget, 6-8 year old child can fulfil certain specific operations which belong to the so called critical period of the language acquisition (Eric Lenneberg, Heppord, etc.).

1.2. Standard of Georgian as a Second Language emphasizes importance of developing listening and speaking skills at the primary level (Doborjginidze, N., et.al. 2011). The standard and program is composed of so called achievement indicators by each greade in four areas: listening, reading, writing and speaking. The standard of the first grade includes quite challeninging indicators , such as: „A student uses skills necessary for speaking“ (6); „A student uses speaking strategies“ (9). The program does not include any instruments for measuring achievement of these tasks, neither the strategy is defined. However, the program explains that usage of nonverbal actions, as well as request for help in the native language belong to the speaking strategies. The same definition is given for the second grade standards. Grammar is presented as a separate section. Vocabulary is not separated. I believe that acquisition of a native language can serve as a model of learning second language in this age. Acquizition of the native language is deeply studied – qualitative and quantitative aspects of the vocabulary (D. Uznadzem 2003; A.

Avalishvili 1965), as well as patterns of grammar acquisition (N. Imedadze, 1992).

1.3. Among all standardized tests famous Peabody test is the most appropriate for the primary grades. Peabody test is a vocabulary assessment tool. Procedures may remain the same, however, the content should be adapted to the Georgian context. It is interesting to look at the quantitative indicators of the native language vocabulary. Results significantly vary child by child, however, on average, a child enriches his/her vocabulary with 300 words in the first year of speech development. Speech development is a certain sequence which is influenced by age-specific requirements (the child first learns those grammar constructions needed for satisfying the basic needs, such as manipulating with objects). On the other hand, sequence of speech development is influenced by the perception of grammatical forms (D. Slobin, 1974). Georgian scientists have studied the above-mentioned sequence in the speech development of Georgian children. I think information about this sequence can also be used for teaching Georgian as a second language (A. Avalishvili, 1961; N. Imedadze, 1992).

We have conducted 6-year experimental study on the development of listening and speaking skills (English and Russian languages – A. Alkhazishvili, N. Imedadze, N. Chkhikvishvili, N. Prangishvili, 1982). Based on these findings we can propose recommendations for assessing listening and speaking skills during the acquisition of the second language by 6-7 year old

students. The first and second grade students were taught the second language (Russian and English) under the auspices of D. Uznadze Psychology Institute (leader – Professor Sh. Chkhartishvili). The main principals of the theoretical framework were developed by A. Alkhazishvili. I personally participated in the development of the bilingual model and the implementation of the methodology together with the group of methodologists and teachers. Principals of the instruction as well as the process of teaching and learning is described in two volume work published by D. Uznadze Institute of Psychology (ed. A. Alkhazishvili, 1977-1982).

The model of teaching second language to 6-7 year old students was based on the above-mentioned theoretical principal. It was implemented in the extended day programs of Georgian schools during so-called non-learning behaviors (during walking, having lunch, playing, drawing and singling) with the latent teaching format (By Alkhazashvili). Verbal expressions of both teachers and students were aligned with the above-mentioned behavior. The main principal of the bilingual model used was "One person – one language", i.e. English or Russian teachers always used respective foreign language with the students. Gradually all speech actions needed for the respective behaviors were in place with all their linguistic components (A. Alkhazishvili, 1982; N. Imedadze, 1984).

Six-year experience of the experimental study gave us the opportunity to identify methodological tools, scenarios of introducing instructional materials, as well as forms. In other words, from the

psychological point of view, this process was well arranged. At the same time, we came across with a challenge to ensure objective assessment of the achieved results in the alignment of the goals of the study.

At this stage, the goal of the study was to develop only basic listening and speaking skills. As it was mentioned above, Peabody test was the only standardized vocabulary test. However, it was not adapted to the Georgian context. Moreover, even the standard of Georgian as a second language does not include mandatory vocabulary expectations for each grade. I think this is reasonable. Number and types of lexical units depend on the forms of those behaviors that are included in the teaching and learning process. In our experimental study, these behaviors were having breakfast, walking, exercising, singing, drawing and verbal plays. Vocabulary and basic grammatical structures were assessed by observing verbal realization of these behavioral forms. At the end of the second year, students were able to implement all the above-mentioned behavioral forms in the second language. Researchers often recommend such situational approach to the selection of the language materials. According to Colin Baker and Sylvia Johns: "Questions about haw many sub-skills exist in a bilingual's proficiency will relate to the purpose and usage of the language." (Encyclopedia on Bilingual Education published in 1998).

Thus, we assessed proficiency in the second language by using structured observation method. This enabled us to

identify several psycho-linguistic criteria of two levels of the language acquisition.

2.1. Existing situation in Georgia, on the one hand, requires providing opportunities for acquiring English as a second language from early ages. On the other hand, there are needs for facilitating acquisition of the Georgian language by ethnic minorities residing in Georgia. Both cases echoes the issue of bilingual education and assessment of early bilingualism and achieved results.

2.2. Lambert and Tucker in 1972 conducted research on bilingual education of 6-7 year old children. This is one of the most in-depth researches carried out in Canada on teaching and learning of the second language. We should emphasize the essential difference – As part of Lambert experiment children acquired the second language in primary grades by learning all subjects in the second language. English kids studied French as a second language in French schools. Monograph by Lambert and Tucker is a history of a Canadian project the aim of which was to develop second language skills similar to those of mother tongue by using the second language as a main instruction language (p. 2). This is quite strange as the title of the study is "Bilingual Education of Children". A group of researchers from McGill University led this experimental study. The researchers selected group of English-language parents who fully used English as their home language and at the same timeagreed to enroll their kids in the French school. This study unlike many other studies (ones by McNamaris in Ireland, Davis in Philippines and Richardson in the USA) this one was

longitudinal: Exact description of the research goals, as well as accurate assessment of the results at each stage of the study, regular measurement of the attitudes of the students to the second language speakers.

According to the authors, the assessment component of the project included extended program of pre- and post-test, as well as description of the program and its results. The results of the experiment were judged by comparing achievements of intervention group to the one of control groups, i.e. on the one hand to the English language Canadian students who participated in the traditional instruction of the English language; on the other hand achievements of the control group were compared to the French Canadian students who studied in French schools with the same program as bilinguals. As allowed, al students were selected from the families of the same socio-economic status. In addition to the socio-economic status, researchers also considered such variables as parent education, work experience and attitudes towards that ethno-linguistic groups whose language were kids were supposed to learn.

An extended program of student testing program included: Non-verbal IQ tests (Raven test), Peabody picture test, and series of tests measuring level of student preparedness. All these forms were used during the pre-testing stage. Post-test included battery of tests. Researchers believe that these tests are good measure of the linguistic and cognitive achievements of intervention and control groups.

Out of the above-mentioned tests, I would outline results from the second year of instruction. I believe that these results are very interesting for our purposes as well, however, some major differences in between the experimental programs should be also considered in each section of the comparative analysis. One of the most significant differences is the following: Language of instruction of our students was their native language and the second language was only introduced in the extended day program as part of non-learning behaviors. This factor is so strong that it allows us to use only technical and methodological aspects from the Lambert study. Several general issues can be also considered, such as description of how the formation of bilingualism and student's cognitive development are interrelated. The purpose of the assessments conducted by Lambert group at the end of the second year of instruction was to develop indicators for English-language proficiency. For our purposes, this would include reading skills, expression, vocabulary and speaking skills (retelling, etc.), and word associations. The same skills were measured in the context of French language, as well as results of mathematical proficiency, Lodge-Thorndike test, and language sensitivity test (recognizing unfamiliar phonemes) were analyzed.

Authors of the study believe that findings and conclusions of the study from each stage of the experiment can have important implications; however, they limited themselves to the indicators of the middle-class students of Quebec socio-economic community (p. 103).

The first finding relates to the development of the linguistic skills in the native language when teaching the second language. Authors believe that students do not retard, with slight exception of the spelling skills. Moreover, bilingualism has its advantages, such as understanding and recognizing words. Reading skills were the same in the intervention and control groups. Vocabulary is slightly richer, particularly in nouns and adjectives. Grammatical skills, as well as intonation are at the same level. Achievements are slightly higher in the newly composed units. Spelling equals 70% of the national norms. Specifics of word association are also identical (space, ratio of syntagmic and paradigmic associations).

The second finding relates to the progress of acquiring the second language when it is used as a tool of school education, or as a liaison. Firstly, the progress is higher as compared to the first year of instruction. More specifically, students of the intervention group demonstrate the same level of achievement as those in the French control group (who study in their native language) in such skills as reading and word recognition. However, students of the intervention group demonstrate lower results in the Peabody picture tests. Linguistic skills are sufficiently developed; however, expression skills are weaker in the intervention group as compared to the control group: When retelling or composing a story students in the intervention group used significantly lower number of words than those in the control group. It should be mentioned that while the number of words used were fewer, they were used effectively.

Comprehension of the plot was at the same level in both groups.

Speaking skills were measured by the task, which expected students to retell a cartoon "The Lion and the Mouse". The following parameters were selected for measuring speaking skills: (a) General expression skills; (b) Grammar skills (percentage of mistakes out of total number of words; (c) Word Pronunciation; (d) Rhythm and Intonation; (e) Duration of the speaking product; (f) Number of produced words. Majority of the indicators were ranked on a 5-point scale by two linguist-experts who worked independently of each other. Points a, b and d had lower results in the intervention group. The rest were the same.

The progress is obvious in the test on the story composition in the second year of teaching. Skills of expressing own opinions and feelings were well developed and all linguistic indicators of this test were at the same level in the control and intervention group. Results are lower only in the grammar –related indicators.

Other findings are related to the completion of arithmetic operations in the experimental and control groups. Test results showed that, despite the second language, students did not have any problems in math reasoning skills. Moreover, students in the intervention group did math operations better than their counterparts in the intervention group.

There were no significant differences found in the sensitivity to foreign (Russian language) phonemes, although expected by the experts of bilingual education. This enables experts to set age from which bilingual education can promote more sensitivity to language differences and to early development of metacognitive skills. Our team studied the development of linguistic awareness and activation of formal parts of the language among 6-7 year old students (N. Imedadze, 1999). The experimental study did not reveal any advantage in the development of the linguistic analysis among the students of the experimental study. This enables us to conclude that acquisition of the second language (through the latent teaching) is not sufficient precondition for better development of the metalinguistic skills, as some colleagues believe (Ianko-Warrel, 1972). Instruction of the second language creates favorable circumstances for differentiating subject and formal-structural spheres. However, this situation should be properly used during the instruction through the special tools, which direct awareness to the formal parts of the language.

Lambert's last conclusion refers to a very interesting issue of switching from home to school language and its influence on students' intellect. This issue is interesting both from the theoretical and practical point of view. Students did not show lower results in any IQ tests used (Lodge-Thorndike test, Creativeness and Raven test). Moreover, students completed the Raven matrixes better (p.105).

These conclusions are based on the through analysis of the standardized measurement system, which enables

researchers to be confident in the effectiveness and reliability of the experimental program. It is worth to consider these findings for any bilingual education program in Georgia. However, the question is - are the indicators used by the authors universal and sufficient for measuring all aspects of the language acquisition?

3.1. By exploring the tests from the theoretical point of view we understood that out of two types of tests, aptitude tests and proficiency tests) we are interested in the second one, which show the level of language knowledge.

The purpose of this test is to measure level of the knowledge of the language, or in the words of Freeze, "acquisition of the sound system with limited vocabulary (i.e. ability to create the product of the listening comprehension) and, on the other hand, to create automatic habit of the structural device into a fact".

It is obvious that the statement of the famous linguists lacks accuracy in terminology. Measuring of the effectiveness of the methods of the second language requires certain position in the understanding of the learning process, its theory and the language theory. It is impossible to have the same position on this. However, as J. Oller points (1974) out, the language teacher cannot wait until linguists, psychologists, psycholinguists and others agree on this issue. One of those issues which need to be addressed urgently is testing the level of success of teaching.

3.2. It has been 30 years since J. Oller made a statement about the common position

among the psychologists and linguists. However, Cummins (2003) still raises the issue about the criteria of methodologically correct studies and the necessity of creating theoretical background for them. I believe that despite the presence of many bilingual education programs and the ones evaluating the effectiveness of these programs, criteria are still undefined.

Cummins summaries the positions of the advocates and opponents of the bilingual education, who agree on one issue – "Policy related studies are of low quality".

I would like to list those criteria, which should be met by the methodologically high-quality study:

- The study should compare students included in the bilingual program (i.e. intervention program) and counterparts from the control group;
- Study design should convince us that the first difference between intervention and control group is random;
- Results should be based on the standardized tests (in English);
- Difference between intervention and control groups should be determined statistically.

Cummins analyzes three descriptive works - August and Hakuta (1997), Greene (1998) and Rossell and Baker (1996). The first two emphasize positive features of bilingual education. The third work opposes the idea of bilingual education. Cummins believes that these works meet only one fourth of the criteria of a methodologically high-quality study.

In the analysis of the work by August and Hakuta (1997) Cummins emphasizes two major postulates. On the hand necessity of comparing to the proficiency of the knowledge of the native language (this is the idea of Cummins "hypothesis of linguistic interdependence"). On the other hand, lack of the in-depth analysis of this work can be explained by the isolation of the study from the theory, as well as by not defining nature of the proficiency and its relationship to the academic development.

The problem of assessing bilingual instruction is further emphasized by the author Chimpolilo in his article published in the Buckingham Journal of Language and Linguistics. The author is very skeptical about assessment methods in bilingual classes in Malawi. As the Chimpolilo points out the methods are very stereotypical and ignore the cognitive aspects of assessment.

Thus, criteria of the methodologically high-quality studies are rarely met due to the variety of the bilingual education programs (immersion, structured immersion, transitive bilingual education and others). Even in Canada, which is a traditional bilingual country, Cummins offers different approach for evaluating effectiveness of instruction: **"In most scientific disciplines, knowledge is generated not by evaluating the effects of particular treatments under strictly controlled conditions but by observing phenomena, forming hypotheses to account for the observed phenomena, testing these hypotheses against additional data, and gradually refining the hypotheses into more comprehensive theories that have broader explanatory and predictive power"**. For comparing, it uses an example from meteorology where scientists do not use any control groups for prediction. I fully agree with Cummins who believes that case study can be used for confirming hypothesis. I think that in the early stage of bilingual education (grades 1-3) not only standardized tests, but also other theoretically approved criteria can be used for assessing effectiveness of the instruction.

Based on his theoretical approach, Cummins offers the following stages of the relevant process of theory and education policy:

1. Identify phenomenon as real and not as a measuring artifact;
2. Identify which theoretical construct will consider the data;
3. Check the hypothesis by using additional data;
4. Elaborate the hypothesis and integrate it better in broader theoretical framework, which provide explanation and accurate prediction.

I believe that for meeting these requirements it is sufficient to conduct longitudinal study of experimental groups. The method can be defined as "structured observation" by using several psychological and linguistic criteria for fixing results.

I agree with those theorists, who believe that effective are those tests, which provide reliable and valid information about the process of teaching and learning, as well as functions as an integral part of teacher-student relation

and gives effective practices for developing linguistic skills. Test of integrated skills, offered by Oller and Carroll, are different from discrete ones by quality. This test does not carry equal diagnostic power when measuring such skills as reading, comprehension, finding omitted item and writing. In 2011, Robert Rantz (Professor of Bilingual and Multilingual Education in Northern Arizona University) argues that linguistic proficiency should be seen as an integrated and not separate phenomenon. Unfortunately, tests of bilingual education used in Georgia are all of discrete nature.

International Literacy Assessment (PIRLS), in which Georgia participated in 2006 and 2011, measured integrated skills, first reading comprehension skills (Kutaladze, 2013). No standardized test is created for Georgian as a second language at the primary level. However, as I mentioned above, standard contains very specific requirements.

PIRLS is a wide-scale assessment of 9-10 year old students. Now I discuss the issues of primary grades. Theoretical approaches refer to the same age group.

4.1. For assessing speaking skills among 6-7 year old students developed during non-learning behavior the several psycholinguistic criteria were used. The first important criterion is spontaneity of speaking. We do not see spontaneity as opposite to reaction (The term *spontaneity* is often used by methodology specialists and psychologists without its précised definition). Signs of unpreparedness, from psychological point of view, may

indicate emergence of certain phases of speaking. For example, unaware search for needed words by semantic sings. These linguistic mechanisms are realized for compositing language expression sufficiently adequately, however, without realizing their forms – on an attitude level. Such speaking carries spontaneity signs. The main precondition for it to take place is the first signs of the attitude to the second language.

This sign can be identified by observing, when student creates new expressions during the communication with teachers and other students. The first stage of developing spontaneity is selecting one answer from several options during the verbal games. The next stage is use of unprepared expression.

The second criterion is related to the events related to the normatives of speaking in the second language. I will briefly discuss various types of mistakes as they can be aligned with the criteria of the second language acquisition. The most general meaning of interference is defined as incorporation of the elements of one language in the second one.

Phenomenon of interference is defined as deviation from the norms of any language, which happens in the speaking process of a bilingual person who knows more than one language. The most widespread form of the language interference is the influence of the native language on the second language. Interference is well studied on the phonological and grammar levels. Systemic comparison of the native and

second language may reveal the difficulties in the acquisition of the second language. Overcoming interference is one of the main tasks in the process of the second language instruction. As interference is deviation from the norm, absence of interference is a mandatory indicator of normativity – one of the major criteria of the language knowledge. It should be mentioned that interference is not the main attribute in the development of the second language. Author of a very interesting monograph "Bilingual First Language Acquisition" (2009) Annick De Houwer believes that mandatory interference is only a myth.

It is not sufficient to overcome interference for achieving normativity. There are series of mistakes which violate norms of the second language and at the same time are not influenced by the norms in the native language. Out of these mistakes, which need systematic efforts for fixing and which is the natural result of the second language development? Which mistakes are positive and which mistakes are negative which can be characterized as development mistakes and reflect the strategy of the language acquisition. This is so called "overgeneralization", through which the student checks his/her own hypothesis about the language structure. There are forms, which are observed in the process of the native language acquiring among 203 year old kids: "goed", "becomed"," льзя", „ვიარები", „ვუთხრები", „რსებობს", etc.

In the age of 2-3 years the intuitively forms the language rules and generalizes them to all the forms of this category. For example, all English-language kids perceive "ed" as ending of all past tense actions and generalize this rule to all the verbs. Such mistakes show the practical understanding of the structural particularities of the second language. At the same time, it confirms presence of the language mechanism, the main task of which is to introduce language rules from the linguistic environment. This mechanism works during the accusation of the second language. Its activation during the acquisition of the second language is a productivity indicator and can be used for measuring level of the language knowledge. Rich experience is gained by observing the process of learning Georgian verbs during acquiring Georgian as a second language.

Finally, I would like to refer to the third indicator, communication strategy, which is included in the second language standard. Development of this strategy means that the child developed the need for communication with the bearer of the second language, i.e. with the teacher. By using the third strategy the students adapts its knowledge in the effective model of communication by producing optimal grammar. This is free speaking, which heavily depends on the motivational and need factors and presence of appropriate situation. Absence of appropriate circumstances may not impede the conversation, especially with the child. In the first days of the acquisition of Russian language, such forms are observed as "vot pur", „Я-пирвела". In the first case

the phrase is constructed by the child as a Russian form. On the other hand, the second form is perceived by the child as a Georgian word. Children compose such expressions unconsciously. Dimitri Uznadze defines this phenomenon as an attitude / mood of speaking in certain language: The process of speaking is preceded by certain condition, which causes certain powers in, the in the individual, which are necessary for speaking this specific language (D. Uznadze).

Conclusions:

Analysis of the studies showed:

- Assessment of the results of the second language instruction in the context bilingual education requires development and elaboration of the theoretical conceptual framework and bilingual education model;
- On the first stage of the second language acquisition implementation of any program requires specific forms of assessment which are aligned with the age and abilities of children. Experience of Montreal program by Lambert group and "Latent" Instruction of in Georgia can be used for teaching Georgian as a second language to 6-7 year old students as part of the bilingual education program at the Art lesson (drawing, singing, PE). The lesson should be conducted by the Georgian-speaking teacher;
- It is suggested that for assessing basic speaking skills described in the standard of Georgian as a second language psychological criteria are also used along with linguistic criteria. These criteria can be: spontaneity of speaking expressions, productivity and communication strategies appropriate for child needs and specific context;
- All three criteria are the expressions of the development of the attitude to the second language;
- The best way to address above-motioned criteria is to conduct structured observation.

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COMMUNICATIVE LANGUAGE TEACHING:
MANAGING THE LEARNING PROCESS

ABSTRACT

The article deals with the issues of the nature of communicative language teaching. Changing views on the nature of language and learning in relation to theories, objectives, syllabus, classroom activities and the roles of learners, teachers and material which led to the emergence of communicative language teaching are analyzed.

Methodology as a communicative process is investigated as well as communicative abilities of interpretation, expression and negotiation. The roles of the teacher and the learners within a communicative methodology are identified. Moreover, the concept of learner-centeredness is analyzed within the learning process domain.

A learner-centered curriculum has been compared with the traditional one pointing out similarities and differences between them. It is argued that communicative language teaching has had a major influence on language curriculum development. Therefore, curriculum decision-making in high-structure and low-structure contexts at the planning, implementation and evaluation stages is outlined in this paper. One of the main issues to be considered within curriculum content is needs analysis which provides a basis for setting goals and objectives. Hence, the salient characteristics of the three approaches to needs analysis are presented according to their educational rationale, the type of information collected, the method and the purposes of data collection.

Keywords: communicative language teaching, communicative methodology, learner-centeredness, communicative curriculum, needs analysis, curriculum content, evaluation, metacommunication.

Introduction

At a time when there is a recognized need in language teaching to give adequate attention to language use as well as language form, various 'notional-functional' or so-called 'communicative approaches' to language teaching are being advocated. The present paper is offered in an effort to define the nature of communicative language teaching.

The communicative curriculum defines language learning as learning how to communicate as a member of a particular socio-cultural group. The social conventions governing language form and behavior within the group are, therefore, central to the process of language learning.

Communication in everyday life synthesizes ideational, interpersonal, and textual knowledge – and the affects which are part of such knowledge. But it is also related to and integrated with other forms of human behavior. The sharing and negotiating of potential meanings in a new language implies the use and refinement of perceptions, concepts and affects. Therefore, it makes sense for the teacher to see the overall purpose of language teaching as the development of the learner's communicative knowledge in the context of personal and social development.

1. Communicative language teaching

Communicative language teaching emerged from a number of disparate sources. During the 1970s and 1980s applied linguistics and language educators began to re-evaluate pedagogical practice in the light of changed views on the nature of language and learning, and the role of teachers and learners consequently. The contrast between what we have called "traditionalism", and communicative language teaching (CLT) proposed by David Nunan (1992), is shown in Table 1. The table presents contrasts in relation to theories of language and learning, and in relation to objectives, syllabus, classroom activities and the roles of learners, teachers and material.

Table 1

Changing views on the nature of language and learning

Teaching	Traditionalism	Communicative language
Theory of language	Language is a system of rule-governed structures hierarchically arranged.	Language is a system for the expression of meaning: primary function – interaction.
Theory of learning	Habit formation; skills are learned more effectively if oral precedes written; analogy not analysis.	Activities involving real communication; carrying out meaningful tasks and using language that is meaningful to

		the learner promote learning.
Objectives	Control of the structures of sound, form and order, mastery over symbols of the language; goal – native speaker mastery.	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.
Syllabus	Graded syllabus of phonology, morphology, and syntax. Contrastive analysis.	Will include some or all of the following: structures, functions, notions, themes and tasks. Ordering will be guided by learner needs.
Activities	Dialogues and drills; repetition and memori-zation; pattern practice.	Engage learners in communication; involve process such as information sharing, negotiation of meaning and interaction.
Role of a learner	Organisms that can be directed by skilled training techniques to produce correct responses.	Learner as negotiator, interactor, giving as well taking.
Role of a teacher	Central and active; teacher-dominated method. Provides model; controls direction and pace.	Facilitator of the communication process, needs analyst, counselor, process manager.
Role of materials	Primarily teacher oriented. Tapes and visuals; language lab often used.	Primary role of promoting communicative language use; task based, authentic materials.

Source: Nunan and Lamb 2001:31

The insight that communication was an integrated process rather than a set of discrete learning outcomes created a dilemma for language education. It meant that the destination (functioning in another language) and the route (attempting to learn the target

language) moved much closer together, and, in some instances (for example, in role plays and simulations), became indistinguishable. In educational terms, a useful way of viewing this emerging dilemma in language education is in terms of high- and low-structure teaching. High-structure tasks are those in which teachers have all the power and control. Low-structure tasks are those in which power and control are devolved to the students. However, we do not equate high-structure with non-communicative and low-structure with communicative tasks.

2. Methodology as a communicative Process

Language learning within communicative curriculum is most appropriately seen as communicative interaction involving all the participants in the learning and including the various material resources on which the learning is exercised. Therefore, language learning may be seen as a process which grows out of the interaction between learners, teachers, texts and activities.

This communicative interaction is likely to engage the abilities within the learner's developing competence in an arena of cooperative negotiation, joint interpretation, and the sharing of expression. The communicative classroom can serve as a

forum characterized by the activation of these abilities upon the learners' new and developing knowledge. This activation will depend on the provision of a range of different text-types in different media – spoken, written, visual and audio-visual – which the participants can make use of to develop their competence through a variety of activities and tasks.

Communicative abilities of interpretation, expression and negotiation are the essential or "primary" abilities within any target competence. Also, they continually interrelate with one another during communicative performance and are complex in nature. They will involve psychological processes, for example – and they may contain within them a range of secondary abilities such as "coding", "code substituting" and "style-shifting" (Bernstein, 1971, Hymes, 1971, Labov, 1972).

The use of these communicative abilities is manifested in communicative performance through a set of skills. Speaking, listening, reading and writing skills can be seen to serve and depend upon the underlying abilities of interpretation, expression and negotiation. The skills are the meeting point between underlying communicative competence and observable communicative performance; they are the means through which knowledge and

abilities are translated into performance, and vice versa.

In order to allow for differences in personal interest and ease of access, or to permit the search for alternative perspectives on the content, learners should be offered the possibility of working with one or more of a range of media. Learners would be expected to act upon text-types in the appropriate medium: written texts would be read, spoken ones listened to, visual ones seen. Just as communication is governed by conventions, so we can see that different media represent and obey conventions specific to themselves.

Classroom procedures and activities can involve participants in both communicating and metacommunicating. By metacommunicating we imply the learner's activity in analyzing, monitoring and evaluating those knowledge systems implicit within the various text-types confronting during learning. Such metacommunication occurs within the communicative performance of the classroom as a sociolinguistic activity in its own right.

2.1. The roles of the teacher and the learners within a communicative methodology

Within a communicative methodology the teacher has two main roles. The first role is to facilitate the communicative process between all the participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching groups. These roles imply a set of secondary roles for the teacher: first, as an organizer of resources and as a resource himself. Second, as a guide within the classroom procedures and activities. This guidance role is ongoing and largely unpredictable, so the teacher needs to share it with other learners. Related to this, the teacher – and other learners – can offer and seek feedback at appropriate moments in learning-teaching activities. In guiding and monitoring the teacher needs to be a "seer of potential" with the aim of facilitating and shaping individual and group knowledge and exploitation of abilities during learning. In this way the teacher will be concentrating on the process competences of the learners.

A third role for the teacher is that of researcher and learner – with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning, and organizational capabilities.

As an interdependent participant in the process, the teacher needs to actively share the responsibility for learning and teaching with the learners. This sharing can provide the

basis for joint negotiation which itself releases the teacher to become a co-participant.

On the other hand, all learners of a language are confronted by the task of discovering *how to learn* the language. All learners - in their own ways – have to adopt the role of negotiation between themselves, their learning process, and the gradually revealed object of learning.

A communicative methodology is characterized by making this negotiative role – this learning how to learn – a public as well as a private undertaking. Learners also have an important monitoring role in addition to the degree of monitoring which they may apply subjectively to their own learning. In expression and negotiation, the learner adopts

the dual role of being, first, a potential teacher for other learners, and, second, an informant to the teacher concerning his own learning progress.

2.2. Learner-centeredness

The concept of learner-centeredness has been invoked with increasing frequency in recent years. The philosophy of learner-centeredness has strong links with experiential learning, humanistic psychology and task-based language teaching.

Table 2 shows how the continuum can apply to the learning process domain. Once again, we see that learner-centeredness is not an all-or-nothing process, but can be implemented in a series of gradual steps.

Table 2

Learner-centeredness in the learning process domain

Level	Learner action	Gloss
1	Awareness	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles / strategies
2	Involvement	Learners make choices among a range of options.
3	Intervention	Learners modify / adapt tasks.
4	Creation	Learners create their own tasks
5	Transcendence	Learners become teachers and researchers.

Source: Breen and Candlin 2001:170

A learner-centered curriculum will contain similar elements to those contained in traditional curriculum development, that is, planning (including needs analysis, goal and objective setting), implementation (including methodology and material development) and evaluation. However, the main difference between learner-centered and traditional curriculum development is that, in the former, the curriculum is a collaborative effort between teachers and learners. Therefore, learners need to be systematically taught the skills needed to implement a learner-centered approach to pedagogy. In other words, language programs should have dual goals: language content goals and learning process goals.

3. Language curriculum development

As we can see from Table 3 (Source: Nunan and Lamb 2001), communicative language teaching has had a major influence on language curriculum development. First, curriculum development has become much more complex. Whereas twenty or thirty years ago, the point of departure for curriculum development tended to be restricted to the identification of the learner's current level of proficiency, with the development of communicative language teaching and the insight that curricula should reflect learner's communicative needs and learning preferences, much more information about and by learners came to be incorporated into the curriculum process. The other major modification occurred with the emergence of the communicative task as a central block within the curriculum. Instead of being designed to teach a particular lexical, phonological or morphological point, tasks were designed to reflect learners' communicative needs. Language focus exercises were developed as a second-order activity.

Table 3

Curriculum decision-making in high-structure and low-structure contexts

Curricular elements	Management Issues	
	High-structure contexts	Low-structure contexts
At the planning stage Course design	What does the institution tell me to teach? What are the managerial decisions entailed in the teacher's manual?	How do I design / adapt my own content / goals / tasks?
Needs analysis	How can I identify the learning preferences of my students?	How can I involve my learners in identifying and articulating

		their own needs?
Collegial	How can I cooperate with colleagues in course planning? How can I get the most out of staff meetings? How can sta: 63 ings contribute to ve planning?	What opportunities exist for team teaching?
Resources	How do I manage use of set text?	How do I modify / adapt the text? How do I create my own resources? How do I design split information tasks that will be effective in my context?
At the implementation stage Talk / interaction	What are effective strategies for direct instruction? How do I give feedback on high-structure tasks	What questioning strategies facilitate learner contributions to low-structure tasks? How do I give feedback in low-structure tasks? What types of teacher questions maximize student output?
Learner language	How do I correct learner errors?	How can I provide language models in small group role plays in which the principal focus is on the exchange of meanings?
Learner attitude		How do I deal with group conflicts? How do I deal with student resistance to learner initiated tasks?
Group configuration	How do I organize controlled practice? How do I manage teacher-fronted instruction effectively?	How do I set up small group learning? What strategies exist for setting communicative tasks in which students work independently?

At the evaluation stage Learner assessment	What techniques will help me to assess the achievement of my learners?	How can I help my learners develop effective techniques for self-assessment?
Self-evaluation of the learning process		
Formal evaluation		How can learners be improved in providing input to the evaluation process?

In summary, we can argue that curriculum development represents a delicate juggling act involving the incorporation of information about the learner, about the language , and about the learning process.

3.1. Setting goals and objectives

In the content domain, needs analysis provides a basis for setting goals and objectives. There are basically three different approaches to needs analysis. Brindley (1989) calls these approaches the language proficiency orientation, the psychological/humanistic orientation and the specific purpose orientation. The three approaches are differentiated according to their educational rationale, the type of information collected, the method of data collection and the purposes for which the data are collected. The salient characteristics of the three approaches are presented in Table 4 (Source: Brindley 1989: 67-69).

Table 4

Approaches to needs analysis

Language proficiency orientation	Psychological/humanistic orientation	Specific purpose orientation
Educational rationale Learners learn more effectively if grouped according to proficiency.	Learners learn more effectively if involved in the learning process.	Learners learn more effectively if content is relevant to their specific areas of need/interest.
Type of information Language proficiency/language difficulties	Attitudes, motivation, learning strategy preferences	Information on native speaker use of language in learners' target communication situation

Method of collection		
Standardized forms/tests Observation	Standardized forms Observation, interviews and surveys	Language analysis Surveys of learners' patterns of language use
Purpose So learners can be placed in groups of homogeneous language proficiency So teachers can plan language content relevant to learners' proficiency level	So learn 65 individual characteristics as learners can be given due consideration So learners can be helped to become self 65 ng by being involved in ion making about their learning	So that learners will be presented with language data relevant to their communi-cation goals So motivation will be enhanced by relativeness of language content

A major purpose for conducting needs analysis is to categorize and group learners. This grouping process facilitates the specification of content and learning procedures.

Goal and objective setting are important tasks in most educational contexts, because they provide a rationale for selecting and integrating pedagogical tasks, as well as providing a point of reference for the decision-making process.

An interesting set of specifications was developed in Australia by Scarino et al (1988). Called the Australian Language Levels (ALL) guidelines, these specifications were intended to be general enough to help material writers and teachers working in a range of second and foreign languages. The ALL guidelines take as their point of departure a number of broad goals that are refined into specific goals, as shown in Table 5 (Source: Scarino et al. 1988).

Table 5

Communication and learning-how-to-learn goals

Broad goal	**Specific goals**
Communication By participating in activities organized around use of the target language, learners will acquire communication skills in the target language, in order that they may widen their networks of interpersonal relations, have direct access to	To be able to use the target language to: - establish and maintain relationships and discuss topics of interest (e.g., through exchange of information, ideas, opinions, attitudes, feelings, experiences, plans); - participate in social interaction related to

information and use their language skills for study, vocational and leisure-based purposes	solving a problem, making arrangements, making decisions with others, and transacting to obtain goods, services, and public information; - obtain information by searching for specific details in a spoken or written text and then process and use information obtained; - obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained; - give information in spoken or written form (e.g., give a talk, write an essay or a set of instructions); - listen to, read or view, and respond personally to a stimulus (e.g., a story, play film, song, poem, picture, play).
Learning-how-to-learn Learners will be able to take a growing responsibility for the management of their own learning so that they learn how to learn, and how to learn a language	To develop: - Cognitive processing skills (to enable them to understand values, attitudes and feelings to process information, and to think and respond creatively); - learning-how-to-learn skills; - communication strategies (to enable them to sustain communication in the target language).

Most curriculum documents based on a goal and objective approach contain a limited number of goals that provide a basis for the development of objectives. Formal performance objectives specify what learners should be able to do as a result of instruction. Formal objectives should contain a performance, conditions and standards.

3.2. The content within communicative methodology

The communicative curriculum will adopt criteria for the selection and organization of the content which will be subject to, and defined by, communicative learning and teaching. The content of any curriculum can be selected and organized on the basis of some adopted criteria, which will influence five basic aspects of content: its

focus, its sequence, its subdivision, its continuity, and its direction (or routing).

The content within communicative methodology is likely to focus upon knowledge – both cognitive and affective – which is personally significant to the learner. Such knowledge would be placed in an interpersonal context which can motivate personal and joint negotiation through the provision of authentic and problem-posing texts. If content is to be sensitive to the process of learning and to the interpersonal concerns of the group, it needs to reflect and support the integration of language with other forms of human experience and behavior.

Traditionally content has been subdivided into serialized categories of structures or 'functions'. Content would be subdivided in terms of activities and tasks to be undertaken, wherein both knowledge and abilities would be engaged in the learners' communication and metacommunication.

Within a communicative methodology, continuity can be identified within four areas. First, continuity can reside in the activities and the tasks within each activity; and from one activity to another. Second, continuity potentially resides within communicative acts during the learning and teaching. Third, continuity is provided through the ideational system. At the macro level the learner may

have access to continuity of theme, while at the micro level – to conceptual or notional continuity. Fourth, continuity can reside within a skill repertoire or a cycle of skill-use during an activity. A communicative methodology would exploit each of these areas of continuity as clusters of potential continuities, rather than exploit any one alone. These kinds of continuity offer two important advantages. They can serve the full process competences of learners – knowledge systems and abilities – and they can allow differentiation.

3.3. Evaluation of the curriculum process

The communicative curriculum insists that evaluation is a highly significant part of communicative interaction itself. We judge "grammaticality", "appropriateness", "intelligibility", and "coherence" in communicative performance on the basis of shared, negotiated, and changing conventions.

A genuinely communicative use of evaluation will lead towards an emphasis on formative or ongoing evaluation, rather than summative or end-of-course evaluation which may be based on some prescribed criteria.

Therefore, the essential characteristics of evaluation within a communicative curriculum would be that such evaluation is itself incorporated within the communicative

process of teaching and learning, that it serves the dual role of evaluating learner progress and the ongoing curriculum, and that it is likely to be formative in the achievement of dual role.

Conclusions

Communicative curricula need – through time and according to situation – to be open and subject to ongoing developments in theory, research, and practical classroom experience. Communicative curricula are essentially the means of capturing variability. Variability will exist in selected purposes, methods, and evaluation procedures, but variability must also be seen as inherent in human communication and in the ways it is variously achieved by different learners and teachers. The classroom – its social-psychological reality, its procedures and activities – is potentially a communicative environment where the effort to pull together such variability is undertaken. The learning-teaching process in the classroom is the meeting-point of all curriculum components and it is the place where their coherence is continually tested. The learning-teaching process in the classroom is also the catalyst for the development and refinement of those minimal requirements which will underlie future curricula.

A communicative curriculum with its emphasis on the learning and teaching of communication highlights a communicative process whereby the interrelating curriculum components are themselves open to negotiation and change.

Traditionally, learners have been expected to follow the direction implicit in some prescribed content. A communicative methodology would not exploit content as some pre-determined route with specific entry and exit points. In this case, content ceases to become some external control over learning-teaching procedures. Choosing directions becomes a part of the curriculum itself, and involves negotiation between learners and teachers, and learners and text.

A communicative methodology will exploit the classroom as a resource with its own communicative potential. The classroom is only one resource in language teaching, but it is also the meeting-place of all other resources – learners, teachers, and texts. Each of these has sufficiently heterogeneous characteristics to make classroom-based negotiation a necessary undertaking. The authenticity of the classroom lies in its dual role of observatory and laboratory during a communicative learning-teaching process.

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For the Definition of the Term _ Education System _ in Post Soviet Countries

ABSTRACT

The aim of the article is to define semantic and structural characteristics of the term _ education system _ on the basis of the analysis of regulatory documentation of education in the Post Soviet countries (Georgia, Azerbaijan, Russian Federation). The author presents his views of definition and education system and tries to determine and define them. In order to properly perceive education system, essential elements of the terminological base of educational sciences _ education and system _ are defined and the author tries to fit them into the context of educational system as a whole. The author presents an ordered discussion concerning the essential characteristics of the educational system in the Post Soviet countries and draws conclusions. At the end of the article, it is noted that the essence and definition of education system varies all over the world, which is completely natural, as this difference depends on what is the fundamental principle of understanding the education system _ all the organizations and characteristics that define the education system or the unity of educational and training institutions. The author argues, that the concept of education system should necessarily involve the unity of teaching and training institutions, as far as the system should be self-generating and be able to create something characteristically new, which none of the bodies that conduct educational policy are capable of. Accordingly, exactly the above mentioned way represents a more optimal, logical foundation principle.

Key Words: _Education System, Teaching, Structure, Education_

Geo-political processes in the early 1990-s, and the collapse of the Soviet Union in particular, led to the necessity of fundamental and extensive changes in the Post Soviet states. Consequently, an individual with democratic and liberal values and a strong sense of national identity replaced the ideal soviet citizen as the chief goal of the educational system. All this naturally resulted in radical changes in the educational policies of all Post Soviet states. Instead of the soviet monolithic, clearly defined systematized

approach, the new modernized conception had to be developed which would be based on national background and integrated with the goals of state policy. As a rule, such critical changes entirely modify management, financing and quality assurance of any educational system. Also, there is a high probability that the structural characteristics of educational system will undergo significant changes. Discussion concerning this topic requires a great deal of information and extensive research apparatus, which is not allowed by the format of this paper. Consequently/Therefore, I intend to discuss one particular issue here _ educational system _ one of the most fundamental concepts in the field of pedagogics/educational sciences. In order to define the essence of the education system and discuss it properly, it would be more appropriate to begin by defining its meaning, which, before forming a systematic view, provides us with a better and more extensive outlook on the terminology and lexical base, which I believe, is a better way to correctly perceive the concept of education system. Such an approach requires separate definition and analysis of the terms _ "education" and "system".

Classical Pedagogics defines the term "education" as follows: education is a process and result of acquiring systematized knowledge [1, p. 12]. If we identify separate components of the systematized knowledge, then it, I think, can be represented as a unity of skills, views and beliefs, perceptive abilities and the level of practical preparation [2, p. 612]. Education means the purposeful acquisition of systemic knowledge, skills and the experience accumulated by mankind in various fields of study. Thus education intends to develop physical, intellectual and moral skills and is a unique and necessary form of interaction between society and culture. Education is achieved mainly through learning and teaching _ through an organized, diverse and unified process of transferring and acquiring knowledge and skills. Accordingly, organized nature of teaching mostly refers to the knowledge which is received at educational institutions.

The next term, "system", is of Greek origin and means a set of elements, the interaction and relationships of which form an integrated whole. "Definition" has a similar meaning characteristic _ system in a philosophical lexicon. Though one precision should be made _ despite the fact that for the existence of a system multiplicity of elements is a necessity, not all sets of elements can be a system. The interaction and relationships between the elements must create an entity with some new characteristics. Consequently, the properties of the entire system cannot be

deduced to the individual characteristics of the elements and their sum. Its place can be defined only by the function that it has as an entity.

The discussion above enables us to draw the following conclusions _ educational system should represent a unity of those institutions, that intend to run educational process with clearly defined goals. The construction and management apparatus of the system is defined and established by the state.

After presenting individual definitions, let us try to percieve and define the term "education system" as a whole. Judging from the discussion above, education system should be such an integrity of teaching institutions, which should be based on certain common principles, interactions and relationships. We should also precisely define what common principles or relationships are meant here. As a rule, all education systems are not self-produced/self-generating. Instead, they are formed by purposeful development and conduct of state educational policy in a particular ontological field. Consequently, by placing common obligatory principles for all comprising elements of the educational system _ pre-school and other educational institutions _ the government controls and manages it in accordance to its own purposes and goals. It should also be underlined, that the meaning,

aim, direction and the level of the educational system is conditioned by the political and economic rule which created it. Educational system reflects the needs and demands of the society [1, 177]. Thus the above discussion enables us to conclude, that there are and have been completely different educational systems throughout the world. Accordingly, the structure, meaning and organizational forms of educational institutions vary all over the world.

At the next stage of our discussion we shall try to look at how the term "education system" is defined in various countries, including Georgia and what meaning the state puts into this term. I have chosen countries here at random and reference to them is not based on priority. We are going to shortly review educational system structures of Georgia, Azerbaijan, Russia and Germany. Unlike Russia or Azerbaijan, no normative or official document of Georgian Education law includes a definition of the education system. Accordingly, our analysis has to be based on the scheme presented on the official website of National Center for Educational Quality Enhancement of the Georgian Ministry of Science and Education. The scheme clearly illustrates that the educational system of Georgia involves pre-school institutions, general education institutions, including primary, basic and secondary education levels, vocational

training/education and all three types of higher educational (college, university, research universities) institutions. Thus Georgia's education system involves only **education and training institutions.** [3]

As for one more post Soviet republic, Russian Federation, in its education law, the meaning of educational system, includes not only the managing circles of the education in the country, but also all legal documents, standards and requests regulating the educational system; also, any legal person, public or state organization/entity that conducts its activities in the field of education [5, 12].

The present definition enables us to take a critical view of its meaning. Certainly, the above mentioned "managing circles of the educational system" (ministry, various departments and divisions) cannot be functionally united with educational institutions, which lets us conclude that their view of the system lacks in logic and requires more precision _ system should be self-generating and capable of creating something characteristically new, which no institution or organ that conducts educational policy is capable of.

Besides, the definition _ legal person that conducts its activity in the field of education, also requires attention. Such a condition sounds rather illogical, which becomes clear

when discussing particular cases. To illustrate the above mentioned point let us take the case of a private legal person, who linguistically edits school books and, according to the law, is a part of the educational system, as the nature of his activity is connected to education. From this model case it is clear that such an understanding of educational system is at least far from the scientific understanding of education system in general.

According to Azerbaijan's law on education, educational system involves a unity of educational programs of various levels and creates a web of educational institutions. It also includes the managing or governing circles of education, as well as all institutions and organizations which conduct teaching process [4, Chapter II]. The given material illustrates, that Azerbaijan faces the same logical contradiction as Russia, especially if we look at the principles of constructing the educational system in this very law, which only presents a list of educational and training institutions. Managing circles and organs _ ministries or departments _ I think, can never become integrated into the structural context of educational institutions.

After shortly analyzing the meaning and structural characteristics of the three post Soviet countries, now I think, we should look

at the European context of the given issue by discussing the example of German educational system.

German Federation is divided into 16 lands/states. The responsibility for the education lies primarily with the individual states. The education on each land/state is conducted by the governing body of that particular state. Each state has its own educational law, which is constructed on the basis of the federal educational law. The meaning of education system, in the federal and individual state laws is represented by a classical multi-level structural framework, the essence of which is the unity of educational and training institutions. It is interesting, that managing bodies of the education system are subject to the ministry of Culture. The given discussion illustrates that for both, Georgia and Germany the basic principle for constructing the education system is the unity of educational and training institutions. Accordingly, federal law does not include governing or managing bodies within the education system and any regulatory documentation [6].

In conclusion, I would like to note, that the essence and definition issues of education system are understood differently in all countries, which is quite acceptable because this difference depends on what is the initial/basic principle of the education system understanding _ all those organs and characteristics that define education system or the unity of educational institutions. I think the latter forms a more optimal, logical principle.

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Interrelationship of Bilingual Education and Social-Communication System in Javakheti

ABSTRACT

The purpose of the document is to review the social-communication system in Javakheti in the context of bilingual education. The article discusses issues of bilingualism at the level of ethnic, social and age groups. It shows the tendencies observed in Javakheti's linguistic situation, which is crucial for the bilingual education.

Bilingualism is a linguistic phenomenon common for Javakheti. We have witnessed the process of changing spheres of using languages composing Javakheti linguistic situation. Changes are observed in the factors, which case bilingualism. These changes have direct effect on the function of each language. The biggest factor is education. Bilingual education has potential for becoming significant resource. Bilingual education and reforming of local non-Georgian schools is an important instrument for promoting integration. For selecting the most appropriate model of bilingual education it is needed to study region' socio-economic system and understand of its characteristics.

Recent studies by the linguists have enabled them theoretically to analyze diversity of various national languages. They concluded that these languages are the combination of differentiated forms, which at the same time are defined as existential forms, or language variations. In the scientific literature, the same variety of the language is defined differently: some authors define them as existential forms, or language existence forms, while others define these languages as variations, options, or sub-systems and sub-languages. All these definitions are valid and none of them can be superior to others. We will use the synonyms.

At the contemporary stage of development, those components which are part of ethnic languages have their own literature forms, territorial dialects, social slang, argo. We should also remember that the

literature language itself, which is listed as one of the varieties, is diverse. It has various forms: literature, business, and scientific, religious forms, etc. If we observe not the languages, but their varieties in Javakheti, we will conclude that while composing one ethnic language, these varieties or sub-systems also are distributed into various functional spheres. They serve various spheres of relationships and quite often coexist within the same field. Similar to the elements of any system, these components of the ethnic language have their own features, as well as have organization patterns.

Distribution of the language into sub-systems is also called "the state of the language". According to G. Stepanov, components, which create the state of the language, are ordered in three groups. The first is functional state, which includes official-business, scientific, literature and others forms. The second one is the existential forms, i.e. dialects, popular language, national language, etc. The third group consists of implementation forms – verbal and writing (Stepanov, 1976 b:30).

Social-communication system is the combination of codes and sub-codes which are used in the language make functional addition to each other. Functional addition means that each code or sub-code performs its own function without cross-cutting those of

other codes and sub-codes. By doing so they complement each other.

It can be summarized that functional interrelationship of the components of Javakheti social-communicational system create Javakheri linguistic situation at different stages of the existence of the language combination. Prior to describing Javakheti linguistic situation, I will briefly address the issue of understanding concept "linguistic situation".

Despite certain diversity, scientists are unanimous in the aspects of the definition of the concept "linguistic situation". Linguistic situation is one of the major concepts of socio-linguistics. Many scientists understand the linguistic situation as combination of languages involved in the communication process with certain administrative-territorial community.

According to Barnett, linguistic situation is operation of various forms of the ethnic language in given national community (Barnett, 1988:188).

Shveitser defines linguistic situation as a model of social-functional distribution and hierarchy of social-communication systems and sub-systems, which coexist and interact in the context of specific political-administrative entity and cultural space in certain period (Shveitser, 1977 d: 133-134; also Nikolski 1976b: 79-80).

According to Tumaniani, it is possible to simplify this statement to certain extent. Linguistic situation means combination of the existential forms of one or several languages, which fully serves certain society in the framework of such administrative-political entity, as a state and are tightly linked to each other through self-complementary function (Tumaniani, 1981d: 74).

To put in other words, Tumaniani thinks that components of the linguistic situation are bilinguism and Diglosia. This means that in most cases people use several linguistic units, which are functionally linked to each other.

According to T. Sikharulidze, it implies co-functioning and relationship of the existing languages and hindered and non-hindered language units (Sikharulidze 2008:84).

We believe that the most accurate definition comes from the American scientist Charles Ferguson: The language situation refers to a general configuration of the language use in a certain time and a certain place. It consists of such data as which and how many languages are used in certain territory, how many persons speak this language, in what context they speak this language, what are the attitudes of the community to these languages (Ferguson, 1959b: 157).

The definitions show that language situation is quite complex phenomenon. It implies unity of the forms and styles of the same language, as well as entity of various languages in certain territorial, social, geographic, administrative-political context. "Language situation" implies large language unities – countries, republics, regions and large districts.

Social-communication system in Javakheti mainly consists of three components – Georgian, Armenian and Russian languages (one can also find form of Turkish language, as well as "Gipsy language".

There are Georgian, Armenian and Russian languages in Javakheti. Language of instruction in higher education institutions are Georgian and Armenian. The latter is a priority language (the only Georgian language institution is a college, which was created at Javakheti branch of Tbilisi State University). With regard to everyday communication language – it depends on the skills, target person and specific communication context.

Components of social-communication system are mainly stable; however, they can change over time. Changes in the political system of the country (which is the case in Georgia) – changes in the state structure, economic changes, social and national priorities influence the social-economic system, its components and the functions of each.

Such changes have happened in other countries as well, particularly in post-soviet countries. In the Ukraine the main components of social-communication system are Ukrainian and Russian languages (there are other languages as well, such as Belorussian, Bulgarian, Hungarian, Check and others). These two languages are more or less equal components.

During the Soviet Union, there were both Ukrainian and Russian schools in the Ukraine. Both languages were used in higher education (mostly Russian was used in natural and technical Sciences). In everyday life people could decide themselves which language to use. Starting from 1990 the status and use of Russian language in the Ukraine becomes limited and replaced by the Ukrainian language in the secondary and higher education, science and culture (Direct 2001G: 17).

In Javakheti Georgian language was equalized to other languages not through limiting the functions of the Georgian language, but rather through assigning equal functions to Georgian and Russian languages. This put Georgian in competition to the Russian language (not other languages). This approach was always open and easily visible. This resulted into the creation of certain hierarchy in Javakheti language situation.

Starting from 1990 the function of Russian language in Javakheti changed.

Spheres of using Russian language decreased (particularly on the level of certain language), or allowed other languages to enter its sphere, i.e. those spheres where only they were used in the past. Russian language still remains as a strong component and continues to exist with other languages. These changes are related to the general processes in Georgia. These changes are still happening and gradually affect the language situation in Javakheti, while social-economic situation remains the same.

Language Community. Language community is a group of individuals, which have common social, economic, political and cultural links. In their everyday life, they contact to each other, as well as to social institutions in one or more languages).

The size of the language community may differ in size – it may include the whole population of the country, as well as small social groups as a family, sports team, etc.). The main criteria always are belonging to the social community and regular communications (Gamkrelidze …2003:427).

In many language communities, such as factory staff, scientific-research institute, secondary school, people tend to communicate in one language. However, in some language communities, such as a family, one or more languages are used during the communication.

In Javakheti language diversity is unevenly distributed. It is more visible in the district centers (cities of Akhaltsikhe and Ninotsminda) and the villages close to these centers with mixed ethnic representation (villages of Khospio, Diliska). Percentage of bilingual individuals is very high. More uniformity is observed in the villages, which are close to the border.

In other words, language uniformity is mainly characterized by monolingualism, whereas language diversity is more characterized by bilingualism. Several cases shall be considered in terms of Georgian-Russian and Armenian-Russian bilingualism:

(a) At the level of ethnic groups (ethnically Georgian, Armenian and Russian language communities). In this case we consider ethnically homogenous administrative-territorial entities, such as population of one village;

(b) At the level of social groups (public servants, students, businessmen, employees of agriculture, pensioners). Focus of our study was both ethically homogenous, as well as heterogeneous communities;

(c) At the level of age, groups (school children, middle age and elderly groups).

All these groups are separately reviewed below:

(a) Ethnic groups: Bilingual language communities which differ by ethnic criteria mainly reside in the villages of Ninotsminda and Akahlkalaki districts. Bilingualism is also observed in so called mixed villages where Armenian, Georgian and Russian ethnicities live together. The same situation is observed in those villages as well which is only Georgian or Armenian speaking, but at the same time are neighboring each other.

We would like to emphasize bilingual language community of Georgian (Georgian-Armenian Bilingualism), bilingual language community of ethnically Armenians (Armenian-Georgian and Armenian-Russian bilingualism).

Ethnically homogenous bilingual communities are the biggest in size. They are mainly involved in agriculture (in this respect various language communities are the same). When observing such language communities we made focus on several aspects. The first is the order by which the languages are acquired by the members of each language community.

Language order	Georgian Ethnic Group	Armenian Ethnic Group	
	Georgian – Armenian Bilingualism	Armenian-Georgian Bilingualism	Russian-Armenian Bilingualism
1.	Georgian	Armenian	Armenian
2.	Armenian (Turkish)	Georgian (Turkish)	Russian (Turkish)
3.	Russian (rarely)		Georgian (rarely)

In Georgian ethnic groups, Georgian-Armenian bilingualism is the main form. Big number of Armenian population in Javakheti creates Armenian language environment and Georgian population acquires the Armenian language through everyday relations and communications. Even Adjarian migrants go through various language acquisition phases and start using it. At the same time, there are cases when Turkish and Russian languages are used in the Georgian bilingual group. For example, in the village of Khospio Turkish language has certain use. This use is quite limited and less critical for the language situation; however, it still has certain function.

Turkish language is today mainly used by elderly people among their close relatives. By using Turkish language the emphasize the fact that they are close relatives. In Turkish language, they speak about secret issues, which they do not want to share to others (For example comment about certain event or the

behavior of someone, feedback to the family member, etc.).

Russian is used quite rarely. This language is used when people find themselves in different communication context (the person they meet speaks neither Georgian nor Armenian), or when they have to leave borders of the country. Share of such individuals is small among the Georgian population. Therefore, Georgian-Russian bilingualism is not characteristic for the Georgian-language ethnic group.

With respect to Turkish language, the same applies to the ethnically Armenian language groups. Situation is different with the use of Russian language.

Because of various factors affecting the language environment in Javakheti language situation (these factors will be discussed below), majority of the Armenian population mostly uses Russian language. As a result, Armenian-Russian bilingualism is quite strong. On the other hand, the major factor determining Armenian-Georgian bilingualism

is related to such factors as residence in the Georgian village together with Georgian or residence close to the Georgian language.

Both Georgian and Armenian (together with Georgians) bilingual language groups include individuals which use all three languages (Georgian, Armenian and Russian) in the same communication context. Observation showed that such individuals mainly come from the mixed families. Irrespective of the language environment, children acquire mother's language easily. We do not mention separately such type of trilingual language groups. We believe that this is a sub-group of both Georgian-Armenian and Armenian-Russian language groups.

Another important factor, which deserved attention, is age at which the members of the language groups learn the language. Situation is similar across various languages. Majority of them learn the second language in childhood. Exception applies to those individuals who moved to Javakheti at a later age (for example, Georgians learning Russian) and had to learn the second language for their work and employment (for example, Armenians learning Russian).

It is interesting to study varieties of the language system which are used in the ethnically homogenous bilingual group. As majority of these language groups mainly live in the villages, we will emphasize three main varieties: (1) literary language, which is spread through mass media; (2) dialect, which is one the main major varieties of the Javakheti language situation; and (3) "everyday language", which becomes more active when using the second language.

The table below shows the languages that are not used by all members of the language community and are used only certain-sub-group. In this case, we do not use varieties, slangs or argo.

Language Varieties	Georgian – bilingual community; Georgian-Armenian	Armenian bilingual community	
		Armenian-Georgian	Armenian-Russian
Literary Language	Georgian (partly Russian – listening and reading)	Armenian (listening and reading)	Armenian, Russian (listening and reading)
Dialect	Georgian, Armenian, (Turkish)	Armenian, (Turkish)	Armenian, (Turkish)
Everyday communication language	Armenian, (Turkish, Russian)	Georgian, (Russian, Turkish)	Armenian, Russian, (Turkish)

It should be mentioned that all the Georgians who participated in the survey, named Georgian as their mother tongue. Georgian was named by the representatives of

the mixed families as well. Majority of the Armenian population named Armenian as their native language (100 persons were survey within each group).

(b)   Social groups: We observed several social groups: Public servants (doctors, employees of the local government, etc.), pensioners from urban areas, students that started to learn the language only four year ago and are expected to graduate soon.

Due to their social characteristics, above-mentioned language communities are more inclined to bilingualism, particularly the first and third groups. It should be emphasized that none of the language groups where homogenous.

Several cases of bilingualism were observed in the group of doctors and students – Georgian-Armenian and Armenian-Russian. These groups also contained quite a few trilingual individuals with Georgian, Russian, Armenian languages.

4 574 cases were observed from the perspective of the order of the language accusation (note: the numbers out of brackets indicate order characteristic for the majority of the language communities. The numbers in the brackets indicate the order characteristic for the minority of the language community).

Languages	Georgian-Armenian			Armenian-Russian			Georgian-Russian-Armenian		
	Doctors	Studnets	Pensioners	Doctors	Studnets	Pensioners	Doctors	Studnets	Pensioners
Georgian	1	1	1	-	-	-	2(1,3)	2(1,3)	2 (1)
Russian	-	-	-	2 (1)	2	2	2 (1)	2 (1)	2(1)
Armenian	2	2	2	1	1	1	1 (2)	1 (2)	1 (2)

23 % of ethnically Armenians in the Doctors' language situation named Russian as their native language and Armenian as a second language. The main language for them became language of instruction at school. Their interest towards the Georgian language is caused by its status as a state language (need for office work in the Georgian language, professional development

opportunities in the Georgian language, desire to pass professional attestation successfully).

34 % of the same group have received higher education in Russian language (most of them received it outside Georgia, only 3 % of them – in Georgia). 82 % of non-Georgian students consider Armenian as their native language irrespective of the language of instruction at school. For the remaining 18 %

family language played a decisive role. They were also affected by the education.

Unfortunately, we do not have data on earlier period. However, the following information is interesting for exploring attitudes to the native language:

The data shows that in the families they mainly speak in Armenian or Russian. Russian is a dominant language in communication as well – 64 % of the surveyed persons named Russian as a second language. The status of Georgian is also getting better – 17 % of the survey population named Georgian as a second language.

It is interesting to look at how the varieties of the language systems refer to the above-mentioned social groups. Georgian

members of the group are mainly trilingual. They are characterized by the features of ethnically homogenous level. Below we present the information of only non-Georgian members. Sequence of the language varieties fits frequency of their use.

Language varieties	Doctors	Students	Pensioners
Literary Language	Russian, Armenian	Armenian, Georgian, Russian	Russian, (Armenian)
Dialect	Armenian, (Georgian)	Armenian, (Georgian)	Armenian, (Georgian)
Everyday language	Armenian, Russian (Georgian)	Armenian, Georgian, Russian	Armenian, Russian, (Georgian)
Professional Language	Russian, Georgian, Armenian	Georgian (Russian)	Armenian (Russian)

(Note: the language given in the brackets indicates non-stable components of bilingualism (trilingualism). The languages out of the brackets are stable components with their varieties.

As the table shows, Georgian language is the most stable component of the bilingualism (trilingualism) characteristic for the students' language communality. This can be explained

by several reasons. Georgian language is the language of instruction in higher education, which means that:

(1) They use literary language as opposed to other non-Georgian language communities;

(2) Georgian language is needed for professional activities of the members

of all these language groups (as well as all others);

(3) Although majority of the language community do not speak Javakhian dialect of the Georgian language, if needed they can easily switch from their native language to Georgian language;

(4) They have acquired professional knowledge in this language, which means that they know it quite well. This is one of the opportunities for non-Georgian bilingual to switch from the native language to the Georgian one without any barriers.

Russian and Armenian channels are equally utilized in Javakheti (78 % use Russian channels, 74 % - Armenian ones). In addition to this, Georgian watches Georgian channels. Volume of information received Russian and Armenian languages is equal. Respondents prefer to receive information in the language they already do.

Respondents reported that they mainly watch entertainment and music shows. Armenian language programs of the Public Broadcaster are not very popular among Javakheti population. 29 % of the respondents watch these programs regularly or systematically. 71 % do not with them at all.

According to the statistics, respondents get familiar with the newspapers quite frequently, particularly doctors and pensioners. Out of 50 respondents 26 reported that they did not read newspapers at all. Out of the same number, 39 students reported they read newspapers. Such high percentage of those reading newspapers can be explained by the fact that newspapers are available for the population in their native language.

Information about the Georgian respondents is presented below.

Receives information in:

• Georgian language – 78 %

• Russian language – 17 %

• Armenian language – 5 %.

The Armenian population receives information in the following languages:

• Armenian language – 45 %

• Russian language – 49 %

• Georgian language – 6 %.

Situation is different with regard to receiving other types of information (for example, scientific and professional information). Majority of students and doctors receive this kind of information in Russian language. The majority prefers to have information in Georgian.

As the table shows, bilinguals of all three groups use everyday language. Nevertheless, Georgian is unstable component of their bilingualism. It is less frequently used than Russian. It seems that despite the importance of everyday relations, stability of the

components of the bilingualism is determined aspects.

We think that above-mentioned issue is closely related to the other functions of the language and sphere of its use. Also, observation of the group of students demonstrated the importance of education as one of the spheres of use.

(c) Age Groups. Three groups can be identified by age distribution. The first group includes school students. We observed that bilingualism was formed in early childhood.

The second groups consisted of middle-age people, and the third group – bilingual elderly people. 50 persons were surveyed in each group. Similar to the bilingual communities at the social group level, groups are not ethnically homogenous at the age group level either. However, we tried to ensure ethnically balance (50 / 50 %). The data is based on the survey of the inhabitants of the town.

Age Group	Ethnically Georgians		Ethnically Armenians	
	Georgian-Armenian Bilingual	Georgian-Russian Bilingual	Georgian-Armenian Bilingual	Georgian-Russian Bilingual
School Age 11-17 years	42	14	8	26
Middle Age 18-50 years	47	40	15	48
Elderly Older than 50 years	44	38	9	45

As the table shows, bilingualism is more characteristic for middle-age group. The following patterns were observed in the first group.

First, Georgian children actively use Armenian language. Level of bilingualism among them is so high that Armenian children have no need to communicate in Georgian to them. Several factors account for such high level of bilingualism, such as mixed families, Georgian relatives, etc.

Second, as we observed those kids who achieved bilingualism by the age of eight, have strong bilingualism. It is so strong that sometimes children have problem to name a native language between the two when they are asked to do so. Starting from age 11 spheres of the language use significantly increase. This can be explained by the fact that as children grow older sphere of their interests is also widening.

Armenian children use Russian in more spheres than Georgian students. However, they use Russian language less frequently than representatives of other groups. This can be explained by the fact that gradually Russian is becoming less functional. Among the surveyed students, girls are more inclined to communicating in the second language, than boys. The percentage is as follows: 28 % - girls, 23 % - boys. This difference is statistically insignificant.

Majority of the Armenian languages, who are Armenian-Russian bilinguals, mainly communicate in Russian to their father, than mothers: 38, 5 % of children mentioned that they mainly speak with their fathers in Russian, and 24 % mentioned they speak in Russian with mothers. Sometimes they also use Russian language for communicating with classmates, teachers and relatives.

Respondents were asked what language (languages) they used at most outside of their families. Results showed that among bilingual Armenians 97 % use Armenian, 7 % use Russian and 3 % - Georgian. Ethnically Georgian students reported the following: 18 % use Georgian, 3 % - Russian, 48 % - Armenian.

We also asked children: What language do you want to use during the communication with representatives of other ethnic groups. We received quite interesting results – 41-42 % of the respondents reported that they prefer to use Georgian language first and then other languages. 33% of Armenian children named Armenian as a preferred language of communication, 19 % - Russian, 34 % - Georgian. Only 14 % reported that they can communicate in any language acceptable for those they communicate with.

The survey showed that students of Russian and Armenian schools in Akhalkalaki and Ninotsminda think that lack of the knowledge of the Georgian language is not barrier for them in the social life. 28 of them 50 respondents reported that lack of the Georgian language does not create any problem for them. They face certain problems only when they leave their community or district. 12 students reported that due to the limited knowledge of Georgian they have problems outside of their community. Only 10 students think that limited knowledge of Georgian is problematic for them.

Non-Georgian students reported that they are planning to pursue higher education in Georgia and outside it. Those students who plan to pursue higher education outside Georgia (mainly in Russia or Armenia) mainly indicate two reasons for not choosing Georgian higher education institutions: (a) Due to the limited knowledge of Georgian they will not be able to pass exams: (b) They have relatives outside Georgian and strongly count on their help.

The table shows results of the observation aiming to explore use of the second language among the relatives and family friends. The first table lists data on ethnically Armenian bilingual children, the second table – ethnically Georgian children.

These data demonstrates that Russian language is still very strong among non-Georgian citizens of Georgia. Despite the end of the Soviet Union, Georgian-Russian and Armenian-Russian language contacts are still critical.

Table 1.

I speak with	Georgian	Russian
Mother	+	+
Father	−	+
Grandparents	−	+
Friends at school	−	+
Georgian friends	+ (−)	−
Other relatives	+ (−)	+ (−)

Table 2.

I speak with	Armenian	Russian
Mother	+	−
Father	−	−
Grandparents	+	−
Friends at school	+	−
Georgian friends	+ (−)	−
Other relatives	+ (−)	−

For future development, Georgian and English are priority languages as compared to Russian and other languages. Respondents from Russian and Armenian schools were asked which language they would improve. Answers of the respondents were distributed as follows: Georgian (48), English (46), Armenian (18), Russian (18), German (9), French (3), and Greek (5). These numbers demonstrate growing interest to Georgian and Armenian, as well as indicate that children know these languages worst and they have strong desire to improve them. Above-

mentioned desire to learn these languages can be considered as a step to integration.

Languages of economically and politically strong countries have real potential to become a second language for those with other mother tongue and ethnicity.

Students express the desire to learn English for various reasons. First, as they acquire this language, they become more competitive at the labor market. They also get chances to move to other countries and be employed there. The desire to improve Georgian language is inspired by the recent

changes in the country. As for Armenian and Greek, students want to improve knowledge of these languages, as they are their mother tongues.

The survey reveals patterns of the non-Georgian groups in Samtskhe-Javakheti. Majority of the respondents think that office work should be executed in Georgian. Fewer (20-30 %) think that language of official office-work should be in Georgian and Armenian and/or Russian. Respondents indicated that they (40 %) do not speak Georgian language, as they did not have opportunity to learn it. Another reason maybe the fact that Armenians have no real or little need to use this language in everyday life. Non-Georgians anticipate certain problems in the future due to the limited knowledge of Georgian language. Mainly, they think that they may have problems being employed in Georgian organizations, as well as pursuing education is Georgian higher education institutions.

Respondents think that the best way to improve knowledge of the Georgian language is to pay more attention to it at schools. Every fourth surveyed person in Javakheti thinks that his/her motherland is Armenian, and Georgia is the second motherland. Nevertheless, slightly more than half of the respondents in both regions link their future to Georgia.

As far as language of information is concerned, half of the population receives information in Russian and another half – in Armenian. 68 % of the respondents watch the Armenian-language programs of the broadcaster regularly or periodically. The local TV station offers its population Armenian translation of "Kurieri". 82 % of the respondents mentioned that they are interested in such a program. However, few of them continue watching it due to the bad quality of translation. According to the survey results, students in Javakheti read the press – they mainly read a newspaper "Vrastan". They prefer it to the "Samkhretis Karibche" which is published in Georgian and Armenian languages.

Bilingual education and reforming of local non-Georgian schools are important instruments for achieving integration. Therefore, it is important to launch informational campaign for promoting the idea of bilingual education. In the transition period, the government should ensure choice for school students.

It is suggested to create a legislative package on bilingual education, which will define major directions of the bilingual education. The important precondition for implementing this policy is to define these goals and directions. As Hornberger pointed out, bilingual education is a resource and not a problem which needs to be solved"

(Hornberger, 2000: 173). Werges emphasizes two different approaches to bilingual education. According to the first approach, the main purpose of bilingual education is to switch from the native language to the second language. The second approach is different from the first one and implies parallel process of the acquisition of two languages (Werges, 2014: 14).

Trillos identifies five major goals of bilingual education and should be considered for the development of respective policy: (1) Bi-cultureless, or the ability to feel integrated in the community both in the minority and majority one; (2) Bilingualism, or the ability to speak to speak to languages; (3) Exposure to the values of two different cultures; (4) Positive attitudes towards different linguistic and cultural groups; (5) Equal opportunities for educational opportunities of ethnic minorities (Trillos, 1998: 6).

Georgia can share experiences from other countries (such as Baltic states, the US) and plan first volunteer bilingual programs. In parallel preparations can be made for preparing for the second and mandatory stage. "It is suggested that multilingual education is volunteer and upon its successful implementation schools gradually launch various models of multilingual education. This will help us to avoid political complications a required on mandatory multilingual education may have caused" (Tabatadze, 2008: 22). Similar to this, schools should start bilingual education gradually and on a volunteer basis and not instantly.

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